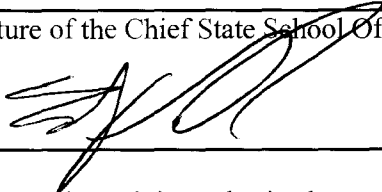


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|--|---|
| <p>Legal Name of Applicant: Florida Department of Education</p> | <p>Applicant's Mailing Address: 325 West Gaines Street Tallahassee, FL 32399-0400</p> |
| <p>State Contact for the School Improvement Grant</p> <p>Name: LaTrell Edwards</p> <p>Position and Office: Bureau Chief, Bureau of Federal Educational Programs</p> <p>Contact's Mailing Address: 325 West Gaines Street, Suite 348 Tallahassee, FL 32399-0400</p> <p>Telephone: 850-245-9939</p> <p>Fax: 850-245-0697</p> <p>Email address: LaTrell.Edwards@fldoe.org</p> | |
| <p>Chief State School Officer (Printed Name): Dr. Eric Smith</p> | <p>Telephone: 850-245-9400</p> |
| <p>Signature of the Chief State School Officer:</p> <p>X </p> | <p>Date: 2/2/2011</p> |
| <p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p> | |

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name: Florida



U.S. Department of Education
Washington, D.C. 20202



OMB Number: 1810-0682
Expiration Date: September 30, 2013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

| | |
|---|--|
| Legal Name of Applicant: Florida Department of Education | Applicant's Mailing Address: 325 West Gaines Street Tallahassee, FL 32399-0400 |
| State Contact for the School Improvement Grant Name: LaTrell Edwards Position and Office: Bureau Chief, Bureau of Federal Educational Programs Contact's Mailing Address: 325 West Gaines Street, Suite 348 Tallahassee, FL 32399-0400 Telephone: 850-245-9939 Fax: 850-245-0697 Email address: LaTrell.Edwards@fldoe.org | |
| Chief State School Officer (Printed Name): Dr. Eric Smith | Telephone: 850-245-9400 |
| Signature of the Chief State School Officer: X | Date: |
| The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application. | |

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

| | | |
|--|--|--|
| SECTION A: ELIGIBLE SCHOOLS | <input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009 | <input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010 |
| | <i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input checked="" type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input type="checkbox"/> SEA elects to generate new lists | <i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition |
| | <input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided | |
| | | |
| SECTION B: EVALUATION CRITERIA | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION B-1: ADDITIONAL EVALUATION CRITERIA | <input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided | |
| SECTION C: CAPACITY | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION D (PART 1): TIMELINE | <input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided | |
| SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION | <input type="checkbox"/> Same as FY 2009 | <input checked="" type="checkbox"/> Revised for FY 2010 |
| SECTION E: ASSURANCES | <input checked="" type="checkbox"/> Updated Section E: Assurances provided | |
| SECTION F: SEA RESERVATION | <input checked="" type="checkbox"/> Updated Section F: SEA reservations provided | |
| SECTION G: CONSULTATION WITH STAKEHOLDERS | <input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided | |
| SECTION H: WAIVERS | <input checked="" type="checkbox"/> Updated Section H: Waivers provided | |

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

| | |
|--|---|
| <input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009 | <input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010 |
| <p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p><input type="checkbox"/> <i>SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</i></p> <p><input checked="" type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p> | <p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p> |

| |
|---|
| <p>Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:</p> <p>For Tier I schools, the Florida Department of Education (FDOE) analyzed the following indicators from all Title I schools in improvement, corrective action, or restructuring to identify its persistently lowest-performing schools:</p> <ul style="list-style-type: none"> • The proficiency rates of all students in grades 3-10 over the last 7 years in reading, mathematics, and the combination of both; • The number of years schools missed Adequate Yearly Progress (AYP) since 2002-03, and thus, have not made progress; and • The Federal Uniform Graduation Rate since 2002-03. |
|---|

Title I schools in improvement, corrective action, or restructuring that were selected for Tier I currently demonstrate the lowest proficiency rates in reading and mathematics with all students included and have demonstrated the lowest proficiency rates in reading and mathematics since 2002-03 with all students included. The schools selected also currently demonstrate, and have demonstrated since 2002-03, the lowest proficiency rates when reading and mathematics are combined for all students.

Florida's Tier I schools also include Title I high schools in improvement, corrective action, or restructuring that demonstrate a Federal Uniform Graduation Rate less than 60 percent. Those high schools that are Title I and are in improvement, corrective action, or restructuring and have a graduation rate less than 60 percent that were not included as part of the Tier I list demonstrated increases in reading and mathematics proficiency with all students included and increases in graduation rate using a weighted analysis.

The number of schools being identified as eligible to be served under Tier I, II, and III are calculated based on Differentiated Accountability categories, which considers AYP history and school grades.

FDOE's Tier II list consists of Title I-eligible and newly funded Title I secondary schools that demonstrate the lowest proficiency rates in reading and mathematics with all students included and have demonstrated the lowest proficiency rates in reading and mathematics since 2002-03 with all students included. Tier II schools, which are Title I-eligible secondary schools, also demonstrate and have demonstrated since 2002-03 the lowest proficiency rates when reading and mathematics are combined for all students.

Tier II schools also include Title I-eligible and newly funded secondary schools with a Federal Uniform Graduation Rate less than 60% over the last seven years. Title I-eligible high schools with graduation rates less than 60% but showed progress in this area over the last three years are not included.

Florida's definition includes all students at the elementary, middle, and high school level in reading and mathematics, a combination of both, and the lack of progress since 2002-03. The schools selected as the persistently lowest-achieving demonstrate the lowest proficiency rates in reading and mathematics dating back ten years.

Florida used a weighted process that considered proficiency rates and improvement for all students in reading, mathematics, AYP history, and graduation rates. Schools where students do not attend a full academic year (primarily alternative schools) were excluded from the analysis and therefore from the Tier I and II lists. Charter schools were included in the list of eligible schools (see attached list of eligible schools). Any low-performing charter school that would have qualified for Tier I or II status has been or will be closed under Florida Statute 1002.33. Finally, secondary schools (or high schools) included all schools with grade configurations that were K-12, 6-12, and 9-12 schools.

Count of Revised FY 2010 SIG Eligible schools:

- 37 SIG TIER I schools
- 47 SIG TIER II schools
- 890 SIG TIER III schools

Guide to calculating lowest performing school list, **weighted by** the DA Model and AYP history.

1. Lowest 5% TIER I school specs:

- a. 2010-2011 Title I schools coded as INTERVENE on DA 2010 Category regardless of 2010 SINI status
- b. Schools coded as CORRECT II on DA 2010 Category with school grade of F on the 2010 school grades file.
- i. Non-Title I schools are moved to Tier II (no schools for 10-11)
- c. Schools coded as CORRECT II on DA 2010 Category with school grade of D on the 2010 school grades file and F on the 2009 school grades file.
- d. Schools coded as CORRECT II on DA 2010 Category with school grade of D on the 2010 school grades file and D on the 2009 school grades file.
- i. Includes schools only if they are not coded as PREVENT on DA 2009 Category

2. Lowest 5% TIER II school specs:

a. 2010-2011 Eligible Non-Title I secondary schools:

i. Eligible Non-Title I schools are defined as schools that:

- 1. Are not on the 10-11 Preliminary Title I schools list and have a Free/Reduced Lunch Price percentage of 35% and above AND
- 2. Are coded as Middle/High or Combo or Adult on the MSID file

b. Lowest 5% TIER II schools that are 2010-2011 Eligible Non-Title I secondary schools based on DA Status:

i. 2010-2011 Eligible Non-Title I secondary schools coded as CORRECT II on DA 2010 Category with school grade of F on the 2010 school grades file.

ii. 2010-2011 Eligible Non-Title I secondary schools coded as CORRECT II on DA 2010 Category with school grade of D on the 2010 school grades file and D on the 2009 school grades file.

c. Lowest 5% TIER II schools that are 2010-2011 Eligible Non-Title I secondary schools based on graduation rate:

i. Schools on the '2009-2010 NCLB Graduation Rate file by school' file that have a NCLB grad rate of < 60% AND

ii. Schools on the '2008-2009 NCLB Graduation Rate file by school' file that have a NCLB grad rate of < 60%

Guide to Calculating Tier I, II, and II School Lists:

1. SIG TIER I school specs:

a. Schools on the Lowest 5% schools that are listed as Title I schools on the 10-11 Preliminary Title I list AND

b. Schools on the Lowest 5% schools that are listed as SINI 1-8 on the SINI 2010 schools list.

2. SIG TIER II school specs:

a. Schools on the Lowest 5% schools list that are NON-TITLE I (2010-2011) AND

b. Have a FRPL (Free & Reduced Priced Lunch) percentage > or = 35% on the 2010-2011 Title I, Public School Eligibility Survey.

3. SIG TIER III school specs:

- a. Schools in districts identified as having any SIG Tier I and Tier II schools AND
- b. Schools listed as Title I schools on the 10-11 Preliminary Title I schools list AND
- c. Schools listed as SINI 1-8 on the SINI 2010 schools list.

4. Identify schools as NEWLY ELIGIBLE

- a. Newly eligible are new Title I schools that are not in need of improvement.
- b. Schools on the 2010-2011 Title I schools list with a SINI status of zero or schools not on the SINI 2010 file

5. Identify schools as CHARTER

- a. Pull Charter school information from the Master School ID File

6. Include NCES Federal District and School IDs

- a. Pull NCES Codes for districts and schools from the Master School ID File

7. Eliminate list of schools from prior year's SIG list

- a. Match List to FY 2009 Served SIG schools and delete any schools that were served in the prior year.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

| SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS | | | | | | | | |
|--|---------------|-------------|-----------------|--------|---------|----------|-----------|-----------------------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE ¹ |
| | | | | | | | | |
| | | | | | | | | |

| SCHOOLS SERVED WITH FY 2009 SIG FUNDS | | | | | | | |
|---------------------------------------|---------------|-------------|-----------------|--------|---------|----------|-----------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE |
| | | | | | | | |
| | | | | | | | |

EXAMPLE:

| SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS | | | | | | | | |
|--|---------------|---------------|-----------------|--------|---------|----------|-----------|----------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE | NEWLY ELIGIBLE |
| LEA 1 | ## | HARRISON ES | ## | X | | | | |
| LEA 1 | ## | MADISON ES | ## | X | | | | |
| LEA 1 | ## | TAYLOR MS | ## | | | X | | X |
| LEA 2 | ## | WASHINGTON ES | ## | X | | | | |
| LEA 2 | ## | FILLMORE HS | ## | | | X | | |
| LEA 3 | ## | TYLER HS | ## | | X | | X | |
| LEA 4 | ## | VAN BUREN MS | ## | X | | | | |
| LEA 4 | ## | POLK ES | ## | | | X | | |

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

| SCHOOLS SERVED WITH FY 2009 SIG FUNDS | | | | | | | |
|--|----------------------|--------------------|------------------------|---------------|----------------|-----------------|------------------|
| LEA NAME | LEA NCES ID # | SCHOOL NAME | SCHOOL NCES ID# | TIER I | TIER II | TIER III | GRAD RATE |
| LEA 1 | ## | MONROE ES | ## | X | | | |
| LEA 1 | ## | JEFFERSON HS | ## | | X | | X |
| LEA 2 | ## | ADAMS ES | ## | X | | | |
| LEA 3 | ## | JACKSON ES | ## | X | | | |

Please attach the two tables in a separate file and submit it with the application.

☒ **SEA has attached the two tables in a separate file and submitted it with its application.**

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

☐ SEA is using the same evaluation criteria as FY 2009.

☒ SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Part 1

The three actions listed in Part 1 are ones that an Local Educational Agencies (LEA) must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with

specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

Florida's Response: The Florida Department of Education's (FDOE) application for 1003(g) School Improvement Grant (SIG) funds requires that each LEA substantiate the selection of an intervention for each school with appropriate data that align with the reporting metrics identified in the final requirements, including student outcome data, student connection and climate, and staff data. FDOE will require each LEA to provide a detailed rationale for selecting a specific intervention and indicate how the proposed option matches the specific needs of the school. Selected reviewers will evaluate each LEA's application and assess the adequacy and appropriateness of the plan. FDOE has developed and will share the process for selecting an Intervention Model for the persistently lowest achieving schools with LEAs (see appendix C for the flow chart representing the decision-making process) during a conference call. FDOE and the Regional Executive Directors (REDs) plan on guiding LEAs regarding the selection and implementation of the most appropriate intervention model. In instances where the proposed actions for one or more schools are not in alignment with the specific needs of the school, the Regional Executive Directors and other FDOE staff will work with the LEA to identify more appropriate interventions. The Regional Executive Directors and the FDOE function as one unit to provide technical support and strategies to LEAs. The Regional Executive Directors provide support to the LEAs by suggesting and developing strategies based on the instructional needs of the schools. FDOE Title I staff provide various supports to ensure the activities are legal, appropriate, reasonable, and financially responsible.

FDOE and the Regional Executive Directors are committed to providing guidelines and technical assistance to ensure that LEAs identify the appropriate intervention model that will meet the specific needs of each selected school. FDOE and the Regional Executive Directors have, and will continue to, provide the LEAs with historical data and analytical processes for identifying the needs of each Tier I and Tier II school. The data may include, but are not limited to:

- student demographics,
- learning gains data,
- graduation rates,
- attendance, and percentage of truant students.

The Regional Executive Directors will provide routine and regular monitoring onsite visits in the LEAs to determine if the LEA has analyzed the needs of each Tier I and Tier II school and has selected the most appropriate Intervention Model.

The evaluation involves reviewing the skill sets of the LEA's leadership, the professional development provided by the LEA, the optimal assignment of school staff, and existing funding supporting the school improvement efforts. Also, flexibility of the LEA and school to recruit and retain the most qualified staff and several other factors that impact an LEA's decision-making process will be assessed.

Due to the fact that Florida began implementing Differentiated Accountability in 2008, LEAs are already performing some of the activities identified in the different intervention models. For instance, in the last years, a principal may have been replaced. In this example, the LEA's procedure for analyzing the needs of the school may already be in place. If this is the case, the LEAs must use the following Decision Tree for the Selection of the Intervention Model process for determining which intervention best meets the needs of the school.

Florida recognizes that there are certain activities within the four intervention models which must be implemented in the beginning of the 2011-2012 school year. FDOE is applying for a first-year award of a three year SIG grant, with continuation awards in years two and three coming from subsequent SIG appropriations. Since some of the required activities take place throughout or at the end of the academic school years, this application includes timetables for the entire grant period. The activities are intended to assist LEAs with project management by capturing planning and implementation steps.

Decision Tree for Selection of Intervention Model for Persistently Lowest-Achieving Schools

School Identified as Persistently Lowest-Achieving

Scenario 1:

Was the principal replaced in the last two years?

If yes or no, were at least 50% of staff replaced in the last two years?

If yes, did the school implement "district turnaround" and exit?

If yes, implement Transformation Model

If no, implement Restart or School Closure Model.

Scenario 2:

Was the principal replaced in the last two years?

If yes or no, were at least 50% of staff replaced in the last two years?

If no, did the school shown improved achievement in the last year?

If yes, implement Transformation Model.

If no, implement Turnaround Model.

Scenario 3:

Was the principal replaced in the last two years?

If no, were at least 50% of staff replaced in the last two years?

If no, did the school shown improved achievement in the last year?

If yes, implement Transformation Model.

If no, implement Turnaround Model.

Scenario 4:

Was the principal replaced in the last two years?

If no, were at least 50% of staff replaced in the last two years?

If yes, did the school implement "district turnaround" and exit?

If yes, implement Transformation Model

If no, implement Restart or School Closure Model.

Other Factors to Consider in Model Selection:

Level of District Support - If the district provides a high level of instructional support, explain how improvements in achievement be sustainable after support is no longer provided?

Supply of Qualified Staff - If the district does not have access to a pool of highly effective staff and has previously offered sufficient incentives to attract and retain staff, describe how the turnaround model be

feasible?

Level of Improved Achievement - Did the school significantly increase student achievement in the last two years but see only incremental growth in the last school year?

In order for an LEA application for a School Improvement Grant 1003(g) to be deemed eligible for funding consideration, the application must be completed. In addition, narrative components must receive a minimum of at least 70% of the total possible points (70/100 points) as a final base score. FDOE will score the applicants using a rubric similar to the attached, see Appendix D.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Florida's Response: The FDOE will evaluate an LEA's capacity to use SIG funds and to support each school by assessing the adequacy of:

- LEA staff,
- Technical expertise,
- Sufficient monetary resources in regard to state and local funds,
- Technological infrastructure,
- Qualified staff,
- Ability to recruit external providers (including educational management companies),
- Ability to monitor implementation,
- Ability to provide sustained support to the lowest performing schools, and
- Any other organizational features necessary to implement and sustain the proposed interventions.

The Regional Executive Directors will perform the primary assessment of each LEA's capacity to implement the reforms and will assist LEAs with implementing a turnaround option that ensures increased student achievement, staff quality, and a comprehensive approach to school improvement.

In order to implement fully and effectively the selected intervention/activities in each identified school, the reviewers will use the following criteria and ratings to determine the LEA's capacity to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application.

In order for an LEA application for a School Improvement Grant 1003(g) to be deemed eligible for funding consideration, the application must be completed. In addition, narrative components must receive a minimum of at least 70% of the total possible points (70/100 points) as a final base score. FDOE will score the applicants using a rubric similar to the attached, see Appendix D.

_(NOTE: Prior to FDOE issuing the Request for Proposal (RFP) for school improvement grants, the REDs will provide additional technical assistance related to determining LEA capacity as needed.)

The reviewer will use the following criteria for evaluating the LEA's analysis of the Tier I and Tier II schools' needs.

| <u>Criteria</u> |
|-----------------|
|-----------------|

| | | |
|---|---------------|----------------------------|
| The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project. (A) | | |
| The Tier I and Tier II schools the applicant commits to serve and the model selected for each school are identified. (A) | | |
| The magnitude of the need for the services to be provided or the activities to be carried out is apparent. (B) | | |
| The proposed project focuses on the identified needs of the schools the LEA commits to serve. (B) | | |
| If applicable, the narrative adequately explains if any of the nine areas are adequately funded without the use of SIG funds, state which area(s) and show how the LEA has determined capacity for the area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions. | | |
| It is evident that the proposed project is focused on the schools with greatest needs. The narrative provides clear and convincing evidence of lack of adequate CAPACITY as related to: (1.) LEA staff, (2.) Technical expertise, (3.) Sufficient monetary resources, (4.) Technological infrastructure, (5.) Qualified staff, (6.) Ability to recruit external providers (including educational management companies), (7.) Ability to monitor implementation, (8.) Ability to provide sustained support to the lowest performing schools, and (9.) Any other organizational features necessary to implement and sustain the interventions. | | |
| The stakeholders are appropriate choices to provide input regarding the proposed project. (C) | | |
| The frequency, duration, and type of stakeholder communications are clearly explained and appear to be adequate. (C) | | |
| The need for the proposed project is strongly justified through supportive data. (C) | | |
| RATING | | |
| | Points | Percentage |
| Excellent | 27 - 30 | 27 = 90% |
| Very Good | 24 - 26 | 24 = 80% |
| Average | 18 - 23 | 18 = 60% |
| Below Average | 12 - 17 | 12 = 40% |
| Poor | 0 - 9 | 9 = 30% |
| TOTAL: | | XX POINTS OUT OF 30 |

COMMENTS

Weaknesses:

Strengths:

- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Florida's Response: FDOE will require each LEA to submit a detailed budget proposal in the application, which must include both SIG funds and other federal, state, and local resources. FDOE will verify that the budget proposals are reasonable for the proposed interventions for a Tier I or Tier II school. Applicants may request a minimum of \$50,000 and up to a maximum of \$2 million per year for each participating school. FDOE will consider the number of schools, students to be served per school, intervention models, and Tier III schools in regards to funding amounts. The number of awards and the award amounts will be based on the number of quality proposals recommended through the peer review process. FDOE may recommend amounts greater or less than the amounts requested in the submitted proposals (see below for example of FDOE's funding guidelines). FDOE will consider the following when determining the appropriateness of an LEA's request for funding:

1. How the LEA will ensure full implementation of the model selected;
2. School population;
3. LEA's/school's commitment to design and implement interventions consistent with the final requirements of the selected model;
4. LEA's/school's capacity to implement the selected model (adequacy of LEA staff, technical expertise, sufficient monetary resources, political climate, technological infrastructure, qualified staff, ability to recruit external providers, including educational management companies, ability to monitor implementation and provide sustained support to the lowest performing schools, and other organizational features necessary to implement and sustain the interventions); and
5. Whether the LEA's/school's needs are addressed; and
6. Whether the LEAs/schools have clearly defined how the overall goals of the SIG program will be achieved/met.

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

Florida's Response: The Request for Proposal (RFP) RFA requires that each LEA provides a descriptive account of how it will implement the chosen intervention(s), including how it will design and implement the interventions, recruit and screen external providers as applicable, align resources, modify practices, and sustain the reforms, see Appendix E. Qualified and trained reviewers will evaluate the applications and assess each LEA's capacity for carrying out these activities, FDOE will also require additional information in the

application that is designed to enhance the final requirements and provide specific implementation guidance to LEAs. LEAs must describe how they will implement each requirement for the chosen intervention and provide information on the coordination of resources. Specifically:

(1) Design and implement interventions consistent with the final requirements.

Please see the LEA application (Appendix F) with the requirements for each model and the scoring rubric in Appendix D. An LEA's commitment will be evaluated based on the design of the intervention in alignment with the additional requirements FDOE has included in its application. The resources that the LEA has committed to ensure successful and full implementation of the chosen intervention will also be evaluated to assess the LEA's commitment in designing and implementing the interventions consistent with requirements for each intervention.

Selection of an Intervention Model

Based on the needs assessment, identify an intervention model for each Tier I and Tier II school that the district elects to serve. The justification for the selection of a specific model must be described in a narrative.

Below are questions the LEA will consider in the selection of an intervention model.

Turnaround Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA assign effective teachers and leaders to the lowest achieving schools?
3. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
4. How will staff replacement be executed—what is the process for determining which staff remains in the school and the process for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff being assigned to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

Restart Model

1. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
2. Will qualified community groups initiate a home grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in acceptable student growth for the

student population to be served—home grown charter school, CMO, or EMO?

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure and restart of the school?
5. How will support be provided to staff that are reassigned to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What is the LEA's own capacity to support the charter school with access to contractually specified district services and access to available funding?
8. How will the SEA assist with the restart?
9. What performance expectations will be contractually specified for the charter school, CMO, or EMO?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

If applicable, the LEA will be evaluated based on their ability to develop procedures and timelines to recruit, screen, and select external providers. The LEA will provide a written explanation in their application outlining how the selected external provider meets the identified needs of the school. A description of how the LEA will evaluate the effectiveness of the external provider must also be provided in the application.

The reviewers will assess the LEA's commitment to recruit, screen, and select external providers, if applicable, to ensure their quality by reviewing:

- The process and timelines by which the LEA will recruit and screen providers to ensure services by the beginning of the 2011-2012 school year;
- The LEA analyses of the background data and performance history of the selected providers with a proven track record of success working with low-performing schools.

In order for an LEA application for a School Improvement Grant 1003(g) to be deemed eligible for funding consideration, the application must be completed. In addition, narrative components must receive a minimum of at least 70% of the total possible points (70/100 points) as a final base score. FDOE will score the applicants using a rubric similar to the attached, see Appendix D.

The reviewer will use the following criteria for reviewing and assessing the LEA's commitment to recruit, screen, and select external providers to ensure quality, if applicable.

| <u>Criteria</u> |
|---|
| <u>The timelines by which the LEA will recruit and screen providers ensures services will be in place by the beginning of the 2011-2012 school year</u> |
| <u>It is clear that the LEA analyses the background data and performance history of the selected providers with a proven track record of success working with low-performing schools.</u> |
| <u>It aligns with the costs involved for external providers.</u> |
| <u>FIXED REQUIREMENT - 0 POINTS</u> |
| <u>COMMENTS</u> |
| <u>Weaknesses:</u> |
| <u>Strengths:</u> |

(3) Align other resources with the interventions.

The reviewers FDOE will review the funding sources the LEA proposes to utilize in a narrative description of its application and will ensure that resources (e.g., personnel, materials, and services) support the requirements of the chosen intervention and are adequate to fully implement such intervention. Please see Appendix D the attached rubric relating to review of budgets.

The following table provides examples of other funding sources and how they may be aligned with the various intervention models:

| Resource | Model(s) | Alignment of other resources with SIG |
|--|-------------------------------------|--|
| Federal Resources | | |
| Title I, Part A - Regular and stimulus funds (Schoolwide or Targeted Assistance programs) | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Provide support for implementing a supplemental research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards. |
| 1003(a) Statewide System of Support | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • The School Improvement grant may be used to assist with designing and implementing the intervention model, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model. |
| Title II, Part A | Turnaround, Transformation | <ul style="list-style-type: none"> • Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model. |
| Title II, Part D - Ed Tech | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Provide staff online job-embedded professional development. • Promote the continuous use of student data through electronic means. |
| Title III, Part A - LEP | Turnaround, Transformation, Restart | <ul style="list-style-type: none"> • Provide staff job-embedded professional development aligned to grant goals to assist them in serving English Language Learners. |

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The reviewer will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the selected intervention(s) fully and effectively by determining the extent to which it demonstrates the ability and willingness to implement:

- A performance pay system;
- Adhere to the Department's criteria for replacing or retaining staff;
- Creating extended learning opportunities for all students; and
- A collaborative relationship with the local teacher union while ensuring successful implementation of the model.

With the understanding that LEAs are allowed to use their own measures to determine which staff should be

removed to ensure success in schools implementing the turnaround intervention model, FDOE recommends that LEAs remove and rehire only teachers of core academic subjects but no more than 50 percent.

(5) Sustain the reforms after the funding period ends.

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform changes will be institutionalized within the school setting after the funding period ends. Technical assistance will be provided to LEAs regarding the LEAs' practices, policies, and abilities in an effort to ensure the activities are sustained.

The FDOE will evaluate the LEA's plan to sustain the reforms after the funding ends by considering the following items:

- Financial standing of the LEA;
- Implementation of a LEA-wide teacher evaluation system;
- Continue to commit resources from other funding sources, as outlined in the application;
- Fully implement reforms outlined in Appendix F within the first two years of project;
- Thoughtfully implement the reforms to ensure that the highest quality teachers are placed at the school and that job-embedded and other professional development opportunities are designed to address the specific needs of the schools;
- Level and amount of technical assistance the LEA provides to the school in each year of the grant funding (It is expected that the LEA would provide intensive technical assistance the first year with decreasing amounts in the next two years);
- Commitment to examine budgets to determine how the improvement efforts established can be sustained (this may require an adjustment in how current funding is being utilized);
- Continue to provide professional development for LEA and school level staff to ensure the practices are institutionalized;
- Offer extended learning opportunities for all students; and
- Monitor the reforms to ensure longevity of the specific intervention by the LEA after the contract ends.

In order for an LEA application for a School Improvement Grant 1003(g) to be deemed eligible for funding consideration, the application must be completed. In addition, narrative components must receive a minimum of at least 70% of the total possible points (70/100 points) as a final base score. FDOE will score the applicants using a rubric similar to the attached, see Appendix D.

The following guideline will be used to evaluate the LEA applications with respect to commitment to sustaining reforms after the funding period ends.

| <u>Criteria</u> |
|--|
| <u>The applicant's explanation of how to sustain the interventions after the three year funding cycle expires is thorough, specific, and feasible.</u> |
| <u>It appears the steps for sustaining the school intervention activities can be implemented and are likely to be successful.</u> |

| <u>RATING</u> | | |
|------------------------|----------------------------------|--------------------------|
| | <u>Points</u> | <u>Percentage</u> |
| <u>Excellent</u> | <u>5</u> | <u>100%</u> |
| <u>Very Good</u> | <u>4</u> | <u>80%</u> |
| <u>Average</u> | <u>3</u> | <u>60%</u> |
| <u>Below Average</u> | <u>2</u> | <u>40%</u> |
| <u>Poor</u> | <u>0-1</u> | <u>1 = 20%</u> |
| <u>TOTAL:</u> | <u>XX POINTS OUT OF 5</u> | |
| <u>COMMENTS</u> | | |
| <u>Weaknesses:</u> | | |
| <u>Strengths:</u> | | |

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

Florida Response: FDOE will require LEAs to indicate which activities will be implemented during the pre-implementation period in the proposed budget.

The LEA must identify which LEA-level staff and outside experts will be supporting each school, and each person's expertise that will contribute to successful pre-implementation of the grant within the narrative of the application. The LEA is also required to identify how the pre-implementation activities will be carried out and who is responsible for monitoring those activities to ensure longevity of the activities.

The LEA must provide flexibility to their schools to determine which activities are designated for pre-implementation and to ensure that barriers are removed that would prohibit pre-implementation activities.

If the LEA is experiencing problems or barriers to full SIG implementation, the FDOE will work with the LEA to alleviate those issues and/or to amend plans appropriately.

Based on the activities identified for pre-implementation, the FDOE can provide direct assistance to the LEA to aid in the full implementation of the Intervention Model.

FDOE will use this information to determine if the LEA has the aligned resources and staff to ensure full and complete implementation during the 2011-2012 school year.

LEAs may apply for approval for pre-implementation activities to prepare for full implementation of the school intervention model of the 2011-2012. In the LEA Level and School Level sections, LEAs will indicate the specific activities that will take place during the pre-implementation period, if applicable. The proposed expenditures and proposed activities need to directly relate to full and effective implementation of the selected intervention model, be reasonable, allowable, and necessary for implementation, address needs identified by the LEA, and help improve student academic achievement.

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

Florida Response: Reviewers will review and assess the specific pre-implementation activities in the LEA applications to ensure the activities are allowable, necessary, and reasonable. The proposed activities must be tied to the individual district and school needs and must align with the selected intervention models. All pre-implementation activities must support the full implementation of the intervention models in 2011-2012.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

☐ SEA is using the same evaluation criteria for capacity as FY 2009.

☒ SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

Florida's Response:

After FDOE identifies the schools which are eligible for a competitive 1003(g) School Improvement Grant, FDOE leadership, Regional Executive Directors, and Title I staff will host a conference call with all eligible LEA superintendents to discuss which schools are identified as Tier I, II, and III schools and to explain the requirements and timelines of the interventions. The district superintendents will be informed that an LEA with the intention of applying for a competitive 1003(g) school improvement grant must serve each of its Tier I and Tier II schools using one of the four school intervention models specified in the regulations, unless the LEA demonstrates that it lacks sufficient capacity to do so.

Prior to release of the RFP announcement, the Regional Executive Directors will analyze the LEA's overall capacity to lead the school improvement efforts. The Regional Executive Directors have in-depth knowledge and hands-on experience with each of the identified schools. In addition, the REDs will assess LEAs claiming lack of capacity to implement one of the four intervention models in each of its Tier I schools. REDs may request clarification, using the following factors, to elicit additional information about the LEA's capacity across the different intervention models:

| Capacity Factors | Model(s) |
|---|-------------------------------------|
| Staff with the credentials and capability to implement the selected intervention model successfully has been identified. | All |
| The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified on the application has been addressed. | All |
| A detailed and realistic timeline for getting the basic elements of the selected intervention model in place by the beginning of the 2010-2011 school year has been provided. | All |
| A strategic planning process that successfully the selection and implementation of the intervention model. | All |
| The history of ability to recruit new principals with the credentials and capability to implement the model has been described. | Turnaround, Transformation |
| The ability of the LEA to successfully align federal, state and local funding sources with grant activities and to ensure sustainability of the reform measures is evident. | Turnaround, Restart, Transformation |
| Plans to and barriers from adding at least an hour of additional instruction time per day, or alternative/extended school-year calendars (that add time beyond the additional hour of instruction time per day for each identified Tier I and Tier II school to be served by the application) have been outlined. | Turnaround, Restart, Transformation |
| A governance structure that includes an LEA-based Turnaround Officer(s) or Turnaround Officer(s), which will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level, is described. | Turnaround, Restart, Transformation |
| The availability of CMOs and EMOs that could be enlisted and are appropriate to the needs of the school to be served that could be enlisted has been described. | Restart |
| Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available. | School Closure |
| Adequacy of LEA staff | All |

| | |
|-------------------------------|-------------------------------------|
| Technical expertise | All |
| Sufficient monetary resources | Turnaround, Restart, Transformation |
| Political climate | All |
| Technological infrastructure | Turnaround, Restart, Transformation |
| Qualified staff | Turnaround, Restart, Transformation |
| Recruit external providers | Turnaround, Restart, Transformation |

In the event that the FDOE and the Regional Executive Director determine that the LEA has more capacity than the LEA alleges, the Regional Executive Director will work with the LEA to design an intervention plan for the Tier I schools that the Regional Executive Director believes the LEA has the capacity to support.

Should an LEA elect not to apply for the competitive funding under NCLB Section 1003(g), an individual contact will be made with the district superintendent to ascertain the reasons.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

Florida's Response:

FDOE and the REDs will be conferencing with and guiding LEAs to ensure that the appropriate intervention strategies are chosen and implemented. When funding becomes available for sub grants, the FDOE will take the following steps for LEA applications:

| Process | Dates |
|--|-------------------------------|
| By piloting the Differentiated Accountability Model, all eligible LEAs planned and implemented some of the activities required by the intervention models. | 2008-present |
| Conference call with all eligible LEA superintendents to discuss which schools are identified as Tier I, II, and III schools and to explain the requirements and timelines of the interventions. | Upon receipt of USED approval |
| FDOE provides technical assistance regarding the pre-implementation phase. | March 2011 |
| Announce the grant opportunity to eligible applicants via FDOE's web-based paperless communication/application system. | March 1, 2011 |
| Training applicants | March 2011 |
| Posting FAQs | March 2011 |
| Select and train reviewers. | March 2011 |
| Last day of Intend-to-Apply | March 10, 2011 |
| Application due date | March 30, 2011 |
| 1. Phase of review (checking required activities) | March 30 - April 11, 2011 |
| 2. Phase of review (scoring application) | April 11 – May 10, 2011 |
| 3. Phase of review <ul style="list-style-type: none"> Selecting application with 70% and more points Assigning preference points | May 10 - 31, 2011 |
| Communicate final funding decisions. Final determination of successful grant awardees will be based on the grant applications receiving and range of final scores. | May 31, 2011 |

| | |
|--|------------------|
| <p>Once the grants have been awarded, onsite technical assistance will be provided by the FDOE and REDs during September, 2011 to each Tier I, Tier II, and Tier III schools implementing an intervention model. The LEA leadership team and school leadership team will begin a process to rewrite school strategic plans to reflect the selected school improvement model or activities, adjust the achievement goals, and identify the steps and timeline for implementing the model.</p> | <p>June 2011</p> |
|--|------------------|

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

☐ SEA is using the same descriptive information as FY 2009.

☒ SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and

making progress on the leading indicators in section III of the final requirements.

Florida's Response: FDOE will annually review the progress of each Tier I and II school in relation to the LEA's goals established in the application for each of the metrics identified in the final requirements. Such information will be reviewed as soon as the new data becomes available to determine if schools are meeting or making progress on the goals and leading indicators. If schools are making progress but the FDOE, in consultation with the Regional Executive Directors, feel that sufficient progress is not being made, the LEA will receive extensive technical assistance and will be required to:

- Change and implement a different intervention model in such schools;
- Replace the principal and/or staff that have been ineffective in implementing the selected intervention model;
- Make significant revisions to the grant budget;
- Allow additional operational flexibility for the school administrators and instructional leaders; and
- Create additional student instructional time.

See Appendix C regarding the decision process for the selection of intervention model for persistently lowest-achieving schools and the performance expectations for LEAs regarding the implementation of the identified SIG goals. This decision tree will be shared with the LEAs. LEAs will have the flexibility in determining rigorous and realistic and attainable SMART (specific, measurable, achievable, realistic, timely) annual goals that align with the baseline data of the performance indicators pre-populated in the metrics. The FDOE staff and REDs will review and determine if these goals are meeting rigorous, realistic, higher SMART standards. LEAs and schools will create annual goals for the following areas: school grade; AYP status, overall AYP targets met; proficiency rates for all students in reading, mathematics, science, and writing; lowest 25% making learning gains in reading and mathematics; graduation rates; dropout rates; number minutes within the school year; student attendance rates; enrollment in advanced coursework, dual enrollment, and obtainment of industry certification; college enrollment rates; discipline referrals; suspensions; truancy rates; distribution of teachers by performance level based on LEA evaluation system and teacher attendance. The following scenarios describe the review and evaluation process:

Scenario 1:

Year 2011-2012:

LEA establishes rigorous and realistic SIG goals after receiving the data for 2011/12 based on the pre-populated baseline data provided in the metric.

At the end of 2011-2012, reviewers will determine if the LEA met 80% of the goals in 2011-2012.

If not, district, in consultation with the department, chooses new model for 2012-2013.

Year 2012-2013:

At the end of 2012-2013, reviewers will determine if the LEA met 90% of the goals in 2012-2013.

If not, SIG funding will be discontinued in 2013-2014.

If 90% or more is achieved, the approved activities will continue to be implemented during 2013-2014.

Finally, LEA must fully implement the model by 2013-2014.

Scenario 2:

Year 2011-2012:

LEA establishes rigorous and realistic SIG goals after receiving the data for 2011/12 based on the pre-populated baseline data provided in the metric.

At the end of 2011-2012, reviewers will determine if the LEA met 80% of the goals in 2011-2012.

If 80% or more is achieved, the approved activities will continue to be implemented during 2012-2013.

Year 2012-2013:

At the end of 2012-2013, reviewers will determine if the LEA met 90% of the goals in 2012-2013

If 90% or more is achieved, the approved activities will continue to be implemented during 2013-2014.

If not achieved, the district, in consultation with the department, chooses new model for 2013-2014.

In addition to the annual goals established for the Tier I and Tier II schools included in the metric,

LEAs will describe how data will be collected and the number of times per year data will be analyzed to determine if the school is on track to meet its progress goals, determine if the school is on track in implementing the interventions, and to evaluate the effectiveness of the interventions. The REDs will perform quarterly instructional reviews to assess and analyze all facets of a school's implementation of the identified intervention model using the following process:

- The LEA's SIG application will define SMART goals that identify the anticipated outcome.
- REDs will review the anticipated outcome of each of the goals.
- REDs will review state and local assessment data to determine if the school is on track for the planned improvement.
- End-of-year assessment data will be used to determine if the goal has been met.
- If the end-of-year data is equal to or greater than the goal, the goal would be considered met.

REDs will use the following progress monitoring tool to review the LEA's annual goals for student achievement:

| |
|--|
| Date Quarterly Visit _____#1 _____#2 _____#3 _____#4 |
| LEA Name |
| Name of Tier I or Tier II School: |
| Intervention Model: |
| Goal #1: |
| Describe progress made to date: |
| Supporting Data: |
| Modifications to implementation (if needed): |
| Goal #2: |
| Describe progress made to date: |
| Supporting Data: |

Modifications to implementation (if needed):

In the event that one or more schools under the jurisdiction of an LEA are not meeting the goals or making progress after increased assistance and monitoring, the LEA's award will be reduced for those specific schools.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

Florida's Response: In the event that Tier III schools are provided funding, LEA must align their annual goals to hold its Tier III schools accountable to their School Improvement Plans (SIPs). FDOE will annually review the progress of each Tier III school receiving a grant to determine if such schools have made Adequate Yearly Progress (AYP), increased the percentage of AYP criteria met, increased proficiency rates, or exited needs improvement status. Such information will be reviewed before the beginning of the subsequent school year to determine if schools are making sufficient progress in attaining the state's proficiency targets. In addition, the REDs will perform quarterly instructional reviews to assess and analyze all facets of a school's implementation of the identified activities to goal attainment in these Tier III schools using the following process:

- The LEA's SIG application will define SMART goals that identify the anticipated outcome.
- REDs will review the anticipated outcome of each of the goals.
- REDs will review state and local assessment data to determine if the school is on track for the planned improvement.
- End-of-year ~~data~~ assessment data will be used to determine if the goal has been met.
- If the end-of-year data is equal to or greater than the goal, the goal would be considered met.

REDs will use the following progress monitoring tool to review LEA annual goals for student achievement:

Date Quarterly Visit _____ #1 _____ #2 _____ #3 _____ #4
LEA

Name of Tier III School:

Intervention Model:

Goal #1:

Describe progress made to date:

Supporting Data:

Modifications to implementation (if needed):

Goal #2:

Describe progress made to date:

Supporting Data:

Modifications to implementation (if needed):

In the event that one or more schools under the jurisdiction of an LEA are not meeting the goals or making progress after increased assistance and monitoring, the LEA's award will be reduced for those specific schools.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

Florida's Response: The authority and responsibility for annually monitoring the implementation of the interventions of each LEA receiving a grant will rest with FDOE staff and the Regional Executive Directors. In addition to the direct support provided through Differentiated Accountability and the Statewide System of Support, these individuals will conduct quarterly fidelity checks to ensure that the LEA is implementing the school intervention model fully and appropriately in each Tier I and II school. The Regional Executive Directors will utilize the timelines delineated in the LEA's application to ensure adherence to the planning and implementation steps in order to fully and effectively carry out the intervention. REDs will use the monitoring tool in Appendix G to ensure Model Work Plans ~~will~~ include clearly defined components as related to monitoring each intervention model.

| LEA Grant Implementation Narrative Section | Possible Data Sources |
|--|--|
| Demonstrate that the selected intervention model has been implemented with fidelity. | <ul style="list-style-type: none">• Observations and walk-throughs• Document reviews |
| Describe barriers to implementing the selected intervention model with fidelity (if applicable). | Barriers to: <ul style="list-style-type: none">• Recruiting, selecting and retaining staff with the qualifications to effectively implement the selected intervention model.• Providing job-embedded professional development and/or coaching to assist staff to implement the selected intervention model.• Obtaining appropriate operational flexibility to implement the selected intervention model.• Accessing and working with data to drive decision making.• Garnering staff and community buy-in for the selected intervention model. |
| Provide an analysis of why the selected intervention model has not enabled the | <ul style="list-style-type: none">• Student achievement data• Other assessment given at the local level |

school to meet its annual goals for student achievement or to make progress on the leading indicators.

- Formative assessments
- Leading indicators
- Needs assessments

In cases where the LEA is not conforming to the timelines set forth in its application, the Regional Executive Director and FDOE staff will work with the LEA to examine the reasons for delay and auxiliary steps the LEA may need to employ to ensure full implementation of the chosen model.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

Florida's Response: In the event that FDOE determines that insufficient funds exist to serve all eligible schools for which the LEA applies. Priority will be given to the LEAs demonstrating comprehensive analysis of the needs of each Tier I and Tier II school and the LEA's capacity to use school improvement funds to provide adequate resources and related support to each of the Tier I and Tier II schools the LEA commits to serve. Funds will not be awarded to serve any Tier III schools unless and until all Tier I and Tier II schools across the state, that the LEAs commit to serve, are awarded funds and being served. In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score. FDOE will use *2010-2011 Survey 2 Student Demographics* to identify the poverty rate. An LEA may be awarded up to three (3) Preference points based on the following:

90 - 100% - 3 points

85 – 89% - 2 points

80 – 84 % - 1 point

Less than 80% - 0 points

- Preliminary analysis of a first-year award of a three year SIG grant, with continuation award in years two and three coming from subsequent SIG appropriations ensures that each Tier I and II school is allocated sufficient funds to fully implement the selected intervention model.

(6) Describe the criteria, if any that the SEA intends to use to prioritize among Tier III schools.

Florida's Response: In the event that funding remains after FDOE awards sufficient funds to LEAs with Tier I and Tier II schools, FDOE will prioritize allocations to eligible Tier III using the same process that applies to prioritizing Tier I and Tier II schools. Preference points will be assigned following the completion of the peer review and scoring process. Proposed School Improvement Grant projects must receive a final base score of at least 70 points (70%) to be eligible for funding consideration and to be assessed for Preference points. FDOE will use *2010-2011 Survey 2 Student Demographics* to identify the poverty rate. An LEA may be awarded up to three (3) Preference points based on the following:

- 90 - 100% - 3 points
- 85 – 89% - 2 points
- 80 – 84 % - 1 point
- Less than 80% - 0 points

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

Florida's Response: FDOE will not be taking over any Tier I or Tier II schools.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.²

Florida's Response: FDOE will not be providing services directly to any schools.

² If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☒ Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- ☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

Florida's Response: Florida will utilize the five percent for consolidated administration it receives to continue and expand the direct support of the turn-around initiative and school improvement efforts to improve Tier I and Tier II schools and the feeder schools of Tier III schools. FDOE will oversee the successful implementation of the four intervention models and other grant activities and conduct the following activities:

- Providing incentives to reviewers for reviewing project applications;
- Assisting implementing the identified activities;
- Collecting data to monitor the implementation of the selected intervention model and school improvement activities;
- Tracking of progress;
- Identification and dissemination of successful implementation practices and lessons learned;
- Assistance in desk reviews and on-site monitoring visits;
- Providing ongoing job-embedded professional development and follow-up;
- Build LEA capacity to assist in the reform; and
- Determining the continuation of the grant based on the provided data.

In addition, retained funds may be used to provide professional development for leadership teams at the persistently lowest-achieving schools, which may include leadership academies and lesson study training.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

☒ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

☐ The SEA has consulted with other relevant stakeholders, including

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here Florida requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 2: n-size waiver

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

☐ The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

☐ Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

☐ The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Florida requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

☒ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

☐ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS
(Must check if requesting one or more waivers)

☒ The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

| SCHOOL NAME | NCES ID # | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) | | | |
|----------------|--------------|-----------|------------|-------------|-----------------------------------|---------|---------|----------------|
| | | | | | turnaround | restart | closure | transformation |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

| LEA XX BUDGET | | | | | |
|-----------------------------|---------------------------|-------------------------------------|----------------------|----------------------|-------------------------|
| | Year 1 Budget | | Year 2 Budget | Year 3 Budget | Three-Year Total |
| | Pre-implementation | Year 1 - Full Implementation | | | |
| Tier I ES #1 | \$257,000 | \$1,156,000 | \$1,325,000 | \$1,200,000 | \$3,938,000 |
| Tier I ES #2 | \$125,500 | \$890,500 | \$846,500 | \$795,000 | \$2,657,500 |
| Tier I MS #1 | \$304,250 | \$1,295,750 | \$1,600,000 | \$1,600,000 | \$4,800,000 |
| Tier II HS #1 | \$530,000 | \$1,470,000 | \$1,960,000 | \$1,775,000 | \$5,735,000 |
| LEA-level Activities | \$250,000 | | \$250,000 | \$250,000 | \$750,000 |
| Total Budget | \$6,279,000 | | \$5,981,500 | \$5,620,000 | \$17,880,500 |

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

| | Schools an SEA MUST identify in each tier | Newly eligible schools an SEA MAY identify in each tier |
|-----------------|---|---|
| Tier I | Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [§] | Title I eligible ^{**} elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years. |
| Tier II | Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.” | Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years. |
| Tier III | Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{††} | Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years. |

[§] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

^{**} For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{††} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

APPENDIX A
SCHOOLS ELIGIBLE FOR FY 2010 SIG 1003 (G) FUNDS

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------------|------------------|-------------------|--------------------|
| 06 | BROWARD | 0271 | DILLARD ELEMENTARY SCHOOL | X | | |
| 06 | BROWARD | 0321 | WALKER ELEMENTARY SCHOOL (MAGNET) | X | | |
| 06 | BROWARD | 1191 | NORTH FORK ELEMENTARY SCHOOL | X | | |
| 06 | BROWARD | 1611 | MARTIN LUTHER KING ELEMENTARY SCHOOL | X | | |
| 06 | BROWARD | 2231 | NORTH LAUDERDALE ELEMENTARY | X | | |
| 06 | BROWARD | 5171 | IMAGINE CHARTER/N LAUDERDALE | X | | |
| 13 | DADE | 0081 | LENORA BRAYNON SMITH ELEMENTARY | X | | |
| 13 | DADE | 4401 | KELSEY L. PHARR ELEMENTARY SCHOOL | X | | |
| 13 | DADE | 5931 | PHYLLIS WHEATLEY ELEMENTARY SCHOOL | X | | |
| 13 | DADE | 6011 | ALLAPATTAH MIDDLE SCHOOL | X | | |
| 13 | DADE | 6361 | JOSE DE DIEGO MIDDLE SCHOOL | X | | |
| 13 | DADE | 6391 | MADISON MIDDLE SCHOOL | X | | |
| 13 | DADE | 6721 | PARKWAY MIDDLE COMMUNITY SCHOOL | X | | |
| 13 | DADE | 8119 | THE 500 ROLE MODEL ACADEMY | X | | |
| 16 | DUVAL | 0931 | PINEDALE ELEMENTARY SCHOOL | X | | |
| 16 | DUVAL | 1021 | SCHOOL OF SUCCESS ACADEMY-SOS | X | | |
| 16 | DUVAL | 2121 | JEAN RIBAUT MIDDLE SCHOOL | X | | |
| 17 | ESCAMBIA | 0361 | MONTCLAIR ELEMENTARY SCHOOL | X | | |
| 17 | ESCAMBIA | 0572 | C. A. WEIS ELEMENTARY SCHOOL | X | | |
| 20 | GADSDEN | 0041 | GEORGE W. MUNROE ELEMENTARY SCHOOL | X | | |
| 20 | GADSDEN | 0151 | CHATTAHOOCHEE ELEMENTARY SCHOOL | X | | |
| 29 | HILLSBOROUGH | 0282 | JUST ELEMENTARY | X | | |
| 29 | HILLSBOROUGH | 3041 | MILES ELEMENTARY SCHOOL | X | | |
| 29 | HILLSBOROUGH | 4601 | WASHINGTON ELEMENTARY SCHOOL | X | | |
| 33 | JEFFERSON | 0022 | CARE CHARTER SCHOOL OF EXCELLENCE | X | | |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 37 | LEON | 0291 | R. FRANK NIMS MIDDLE SCHOOL | X | | |
| 40 | MADISON | 0091 | GREENVILLE ELEMENTARY SCHOOL | X | | |
| 41 | MANATEE | 2102 | PAL ACADEMY CHARTER MIDDLE SCHOOL | X | | |
| 42 | MARION | 0581 | EVERGREEN ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 1401 | WEST RIVIERA ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 2371 | PIONEER PARK ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 2401 | BELLE GLADE ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 2591 | PLEASANT CITY ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 1211 | FAIRMOUNT PARK ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 2021 | LAKEWOOD ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 4931 | WOODLAWN ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 7211 | IMAGINE CHARTER SCHOOL | X | | |
| 01 | ALACHUA | 0411 | PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL | | X | |
| 06 | BROWARD | 0422 | SUNSET SCHOOL | | X | |
| 06 | BROWARD | 0592 | HALLANDALE ADULT/COMMUNITY CTR | | X | |
| 06 | BROWARD | 0601 | SEAGULL SCHOOL | | X | |
| 06 | BROWARD | 1752 | WHISPERING PINES SCHOOL | | X | |
| 06 | BROWARD | 3222 | CROSS CREEK SCHOOL | | X | |
| 06 | BROWARD | 3651 | DAVE THOMAS EDUCATION CENTER | | X | |
| 09 | CITRUS | 0201 | CREST SCHOOL | | X | |
| 10 | CLAY | 0111 | R. C. BANNERMAN LEARNING CENTER | | X | |
| 11 | COLLIER | 9008 | NAPLES AREA TEENAGE PARENTING | | X | |
| 13 | DADE | 7030 | SCHOOL FOR INTEGRATED ACADEMIC (NORTH CAMPUS) | | X | |
| 14 | DESOTO | 0291 | DESOTO CONNECTIONS | | X | |
| 26 | HENDRY | 0401 | LABELLE YOUTH DEVE. ACADEMY | | X | |
| 27 | HERNANDO | 0331 | STAR EDUCATION CENTER | | X | |
| 29 | HILLSBOROUGH | 0363 | WATERS CAREER CENTER | | X | |
| 29 | HILLSBOROUGH | 4154 | SOUTH COUNTY CAREER CENTER | | X | |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|-------------------------------------|------------------|-------------------|--------------------|
| 29 | HILLSBOROUGH | 4155 | BOWERS-WHITLEY CAREER CENTER | | X | |
| 31 | INDIAN RIVER | 0033 | ALTERNATIVE CTR FOR EDUCATION | | X | |
| 35 | LAKE | 9018 | ALEE ACADEMY CHARTER SCHOOL | | X | |
| 36 | LEE | 4101 | RICHARD MILBURN ACADEMY | | X | |
| 36 | LEE | 4212 | LIFE SKILLS CENTER | | X | |
| 36 | LEE | 4235 | LEE ALTERNATIVE CHARTER HIGH SCHOOL | | X | |
| 36 | LEE | 4242 | NORTH NICHOLAS HIGH SCHOOL | | X | |
| 36 | LEE | 4251 | CORONADO HIGH SCHOOL | | X | |
| 37 | LEON | 1411 | LIFE SKILLS CENTER | | X | |
| 38 | LEVY | 0023 | HILLTOP ALTERNATIVE SCHOOL | | X | |
| 46 | OKALOOSA | 9800 | OKALOOSA ACADEMY | | X | |
| 48 | ORANGE | 0040 | LIFE SKILLS CHARTER | | X | |
| 48 | ORANGE | 0084 | SHEELER HIGH CHARTER | | X | |
| 48 | ORANGE | 0085 | CHANCERY HIGH CHARTER | | X | |
| 48 | ORANGE | 0120 | ALOMA HIGH CHARTER | | X | |
| 48 | ORANGE | 0123 | DROP BACK IN | | X | |
| 48 | ORANGE | 0128 | UNIVERSAL EDUCATION CENTER | | X | |
| 49 | OSCEOLA | 9011 | CHALLENGER | | X | |
| 52 | PINELLAS | 0251 | BAYSIDE HIGH SCHOOL | | X | |
| 52 | PINELLAS | 7731 | LIFE SKILLS CENTER NORTH | | X | |
| 53 | POLK | 1591 | MAYNARD A. TRAVISS CAREER CENTER | | X | |
| 53 | POLK | 1691 | RIDGE CAREER CENTER | | X | |
| 53 | POLK | 8146 | LIFE SKILLS CENTER POLK COUNTY EAST | | X | |
| 54 | PUTNAM | 0321 | ELEANOR H. MILLER SCHOOL | | X | |
| 56 | ST. LUCIE | 0162 | PERFORMANCE BASED DIPLOMA PROG | | X | |
| 56 | ST. LUCIE | 5071 | DROP BACK IN ACADEMY | | X | |
| 57 | SANTA ROSA | 8001 | LEARNING ACADEMY OF SANTA ROSA | | X | |
| 58 | SARASOTA | 0293 | OAK PARK SCHOOL | | X | |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--|------------------|-------------------|--------------------|
| 58 | SARASOTA | 0294 | TRIAD | | X | |
| 62 | TAYLOR | 0131 | TAYLOR CO AREA VOC-TECH/ADULT | | X | |
| 65 | WAKULLA | 0022 | ALTERNATIVE HIGH SCHOOL PROGRAM | | X | |
| 01 | ALACHUA | 0031 | J. J. FINLEY ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0041 | STEPHEN FOSTER ELEMENTARY SCHL | | | X |
| 01 | ALACHUA | 0052 | A.QUINN JONES/EXCEP.STUD.CTR. | | | X |
| 01 | ALACHUA | 0071 | LAKE FOREST ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0091 | LITTLEWOOD ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0101 | W. A. METCALFE ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0111 | JOSEPH WILLIAMS ELEM. SCHOOL | | | X |
| 01 | ALACHUA | 0161 | ALACHUA ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0171 | ARCHER ELEMENTARY | | | X |
| 01 | ALACHUA | 0281 | CHESTER SHELL ELEMENTARY SCHL | | | X |
| 01 | ALACHUA | 0291 | WALDO COMMUNITY SCHOOL | | | X |
| 01 | ALACHUA | 0311 | MYRA TERWILLIGER ELEM. SCHOOL | | | X |
| 01 | ALACHUA | 0321 | IDYLVILD ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0331 | GLEN SPRINGS ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0412 | HORIZON CTR. ALTERNATIVE SCHL | | | X |
| 01 | ALACHUA | 0531 | NEWBERRY ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0541 | C. W. NORTON ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0571 | W. W. IRBY ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0951 | MICANOPY AREA COOPERATIVE SCHOOL, INC. | | | X |
| 01 | ALACHUA | 0958 | GENESIS PREPARATORY SCHOOL | | | X |
| 06 | BROWARD | 0011 | DEERFIELD BEACH ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0021 | POMPANO BEACH MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0031 | OAKLAND PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0041 | NORTH SIDE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0101 | DANIA ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|----------------------------------|------------------|-------------------|--------------------|
| 06 | BROWARD | 0151 | RIVERLAND ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0161 | WEST HOLLYWOOD ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0191 | WILTON MANORS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0221 | CROISSANT PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0231 | COLBERT ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0251 | SUNRISE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0331 | COLLINS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0341 | BETHUNE MARY M ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0343 | ATTUCKS MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0391 | DEERFIELD PARK ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 0431 | LAUDERDALE MANORS ELEMENTARY | | | X |
| 06 | BROWARD | 0461 | OAKRIDGE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0471 | OLSEN MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0481 | MCNICOL MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0521 | NORTH ANDREWS GARDENS ELEM. | | | X |
| 06 | BROWARD | 0551 | PLANTATION MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0571 | TEDDER ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0581 | MARGATE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0631 | WESTWOOD HEIGHTS ELEMENTARY | | | X |
| 06 | BROWARD | 0691 | STIRLING ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0701 | PARKWAY MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0711 | ORANGE BROOK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0751 | POMPANO BEACH ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 0761 | MEADOWBROOK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0831 | LAKE FOREST ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0861 | DRIFTWOOD MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0881 | NEW RIVER MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0891 | SANDERS PARK ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|----------------------------------|------------------|-------------------|--------------------|
| 06 | BROWARD | 0901 | CRESTHAVEN ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0911 | DEERFIELD BEACH MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0921 | STEPHEN FOSTER ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 0931 | PETERS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0941 | PLANTATION ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1011 | HENRY D. PERRY MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1071 | WILLIAM DANDY MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1091 | LLOYD ESTATES ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 1171 | SUNSHINE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1321 | SHERIDAN PARK ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 1381 | LAUDERHILL PAUL TURNER ELEM. | | | X |
| 06 | BROWARD | 1391 | LAUDERHILL MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1461 | CASTLE HILL ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1621 | VILLAGE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1641 | FAIRWAY ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1671 | C. ROBERT MARKHAM ELEMENTARY | | | X |
| 06 | BROWARD | 1701 | LAUDERDALE LAKES MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1761 | HOLLYWOOD PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1781 | CYPRESS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1791 | APOLLO MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1811 | SHERIDAN HILLS ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 1831 | ORIOLE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1841 | MIRROR LAKE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1851 | ROYAL PALM ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1871 | CRYSTAL LAKE COMMUNITY MIDDLE | | | X |
| 06 | BROWARD | 1951 | PARK RIDGE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2121 | JAMES S. RICKARDS MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 2511 | ATLANTIC WEST ELEMENTARY SCHL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 06 | BROWARD | 2551 | CORAL SPRINGS ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 2611 | BAIR MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 2631 | FOREST HILLS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2691 | MORROW ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2801 | DAVIE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2811 | PINEWOOD ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2871 | SEA CASTLE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2971 | SILVER LAKES MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 3221 | CHARLES DREW ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 3291 | THURGOOD MARSHALL ELEM. SCHOOL | | | X |
| 06 | BROWARD | 3761 | PARK LAKES ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 3821 | LIBERTY ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 3911 | NEW RENAISSANCE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 3931 | GULFSTREAM MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 4702 | ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 4772 | MILLENNIUM MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 5071 | SMART SCHOOL CHARTER MIDDLE | | | X |
| 06 | BROWARD | 5231 | EAGLE ACADEMY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5261 | IMAGINE AT N LAUDERDALE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 5315 | BROWARD COMMUNITY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5355 | EAGLES NEST ELEMENTARY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5356 | EAGLES NEST MIDDLE CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5375 | PARAGON ELEMENTARY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5381 | PARAGON ACADEMY OF TECHNOLOGY | | | X |
| 06 | BROWARD | 5395 | POMPANO CHARTER MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 5400 | SUNSHINE ELEMENTARY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5420 | RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY | | | X |
| 09 | CITRUS | 0032 | INVERNESS PRIMARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------------|------------------|-------------------|--------------------|
| 09 | CITRUS | 0061 | FLORAL CITY ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0071 | HOMOSASSA ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0102 | CRYSTAL RIVER PRIMARY SCHOOL | | | X |
| 09 | CITRUS | 0161 | LECANTO PRIMARY SCHOOL | | | X |
| 09 | CITRUS | 0171 | HERNANDO ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0181 | CITRUS SPRINGS ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0191 | ROCK CRUSHER ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0071 | CHARLES E. BENNETT ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0232 | GROVE PARK ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0241 | W E CHERRY ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0331 | S BRYAN JENNINGS ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0411 | CLAY HILL ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0491 | J.L. WILKINSON ELEMENTARY SCHL | | | X |
| 10 | CLAY | 0511 | MCRAE ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0141 | SHADOWLAWN ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0161 | PINECREST ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0181 | HIGHLANDS ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0191 | LAKE TRAFFORD ELEMENTARY SCHL | | | X |
| 11 | COLLIER | 0201 | AVALON ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0231 | GOLDEN GATE ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0341 | VILLAGE OAKS ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0351 | GOLDEN TERRACE ELEMENTARY SCHL | | | X |
| 11 | COLLIER | 0421 | MANATEE ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0422 | MANATEE MIDDLE SCHOOL | | | X |
| 11 | COLLIER | 0551 | PARKSIDE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0101 | ARCOLA LAKE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0102 | MIAMI COMMUNITY CHARTER SCHOOL | | | X |
| 13 | DADE | 0111 | MAYA ANGELOU ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|-------------------------------------|------------------|-------------------|--------------------|
| 13 | DADE | 0121 | AUBURNDALE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0161 | AVOCADO ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0261 | BEL-AIRE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0311 | GOULDS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0361 | BISCAYNE GARDENS ELEMENTARY | | | X |
| 13 | DADE | 0401 | VAN E. BLANTON ELEMENTARY SCHL | | | X |
| 13 | DADE | 0451 | DR. BOWMAN FOSTER ASHE ELEMENTARY | | | X |
| 13 | DADE | 0521 | BROADMOOR ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0561 | W. J. BRYAN ELEMENTARY | | | X |
| 13 | DADE | 0641 | BUNCHE PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0651 | CAMPBELL DRIVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0661 | CARIBBEAN ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0761 | FIENBERG/FISHER K-8 CENTER | | | X |
| 13 | DADE | 0771 | WILLIAM A. CHAPMAN ELEM. SCHL | | | X |
| 13 | DADE | 0801 | CITRUS GROVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0861 | COLONIAL DRIVE ELEMENTARY SCHL | | | X |
| 13 | DADE | 0881 | COMSTOCK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0921 | NEVA KING COOPER EDUCATIONAL CENTER | | | X |
| 13 | DADE | 1081 | CORAL TERRACE ELEMENTARY SCHL | | | X |
| 13 | DADE | 1121 | CORAL WAY K-8 CENTER | | | X |
| 13 | DADE | 1161 | CRESTVIEW ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 1401 | CHARLES R DREW ELEMENTARY SCHL | | | X |
| 13 | DADE | 1441 | PAUL LAURENCE DUNBAR ELEM.SCHL | | | X |
| 13 | DADE | 1481 | JOHN G. DUPUIS ELEMENTARY SCHL | | | X |
| 13 | DADE | 1521 | AMELIA EARHART ELEMENTARY SCHL | | | X |
| 13 | DADE | 1561 | EARLINGTON HEIGHTS ELEM. SCHL | | | X |
| 13 | DADE | 1601 | EDISON PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2001 | FLORIDA CITY ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--|------------------|-------------------|--------------------|
| 13 | DADE | 2041 | BENJAMIN FRANKLIN ELEM. SCHOOL | | | X |
| 13 | DADE | 2081 | FULFORD ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2111 | HIALEAH GARDENS ELEM. SCHOOL | | | X |
| 13 | DADE | 2161 | GOLDEN GLADES ELEMENTARY SCHL | | | X |
| 13 | DADE | 2241 | GRATIGNY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2281 | GREYNOLDS PARK ELEMENTARY SCHL | | | X |
| 13 | DADE | 2321 | GULFSTREAM ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2351 | ENEIDA M. HARTNER ELEM. SCHOOL | | | X |
| 13 | DADE | 2361 | HIALEAH ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2371 | WEST HIALEAH GARDENS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2401 | HIBISCUS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2511 | ZORA NEALE HURSTON ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2531 | THENA CROWDER ELEMENTARY SCHL | | | X |
| 13 | DADE | 2661 | KENSINGTON PARK ELEM. SCHOOL | | | X |
| 13 | DADE | 2761 | MARTIN LUTHER KING ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2781 | KINLOCH PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2801 | LAKE STEVENS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2821 | LAKEVIEW ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2861 | YWAACD@JRE LEE OPPORTUNITY SCHOOL | | | X |
| 13 | DADE | 2901 | LEISURE CITY K-8 CENTER | | | X |
| 13 | DADE | 2911 | LINDA LENTIN K-8 CENTER | | | X |
| 13 | DADE | 2941 | LAURA C. SAUNDERS ELEM. SCHOOL | | | X |
| 13 | DADE | 2981 | LIBERTY CITY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3041 | LORAH PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3051 | TOUSSAINT L'OUVERTURE ELEM. | | | X |
| 13 | DADE | 3141 | MEADOWLANE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3181 | MELROSE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3241 | MIAMI GARDENS ELEMENTARY SCHL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 13 | DADE | 3261 | MIAMI HEIGHTS ELEMENTARY SCHL | | | X |
| 13 | DADE | 3301 | MIAMI PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3421 | MARCUS A. MILAM K-8 CENTER | | | X |
| 13 | DADE | 3431 | PHYLLIS R. MILLER ELEM. SCHOOL | | | X |
| 13 | DADE | 3501 | MORNINGSIDE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3541 | ROBERT RUSSA MOTON ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3581 | MYRTLE GROVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3600 | DOWNTOWN MIAMI CHARTER SCHOOL | | | X |
| 13 | DADE | 3621 | COCONUT PALM K-8 ACADEMY | | | X |
| 13 | DADE | 3661 | NATURAL BRIDGE ELEMENTARY SCHL | | | X |
| 13 | DADE | 3701 | NORLAND ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3781 | BARBARA HAWKINS ELEM. SCHOOL | | | X |
| 13 | DADE | 3861 | NORTH GLADE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3901 | NORTH HIALEAH ELEMENTARY SCHL | | | X |
| 13 | DADE | 3941 | NORTH MIAMI ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4001 | NORWOOD ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4021 | OAK GROVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4071 | OLINDA ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4091 | OLYMPIA HEIGHTS ELEM. SCHOOL | | | X |
| 13 | DADE | 4121 | DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY | | | X |
| 13 | DADE | 4171 | ORCHARD VILLA ELEMENTARY SCHL | | | X |
| 13 | DADE | 4261 | PALM SPRINGS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4341 | PARKWAY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4391 | IRVING & BEATRICE PESKOE ELEM. | | | X |
| 13 | DADE | 4441 | PINE LAKE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4491 | HENRY E.S. REEVES ELEM. SCHOOL | | | X |
| 13 | DADE | 4501 | POINCIANA PARK ELEMENTARY SCHL | | | X |
| 13 | DADE | 4541 | RAINBOW PARK ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 13 | DADE | 4581 | REDLAND ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4611 | REDONDO ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4651 | ETHEL F. BECKFORD/RICHMOND ELE | | | X |
| 13 | DADE | 4681 | RIVERSIDE ELEM.COMMUN.SCHL. | | | X |
| 13 | DADE | 4741 | ROYAL GREEN ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4801 | GERTRUDE K. EDLEMAN/SABAL PALM | | | X |
| 13 | DADE | 4841 | SANTA CLARA ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4881 | SCOTT LAKE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4961 | SHADOWLAWN ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5001 | SHENANDOAH ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5003 | SOUTH DADE MIDDLE SCHOOL | | | X |
| 13 | DADE | 5005 | DAVID LAWRENCE JR. K-8 CENTER | | | X |
| 13 | DADE | 5021 | BEN SHEPPARD ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5041 | SILVER BLUFF ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5061 | DR. CARLOS J. FINLAY ELEM. | | | X |
| 13 | DADE | 5081 | SKYWAY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5141 | HUBERT O. SIBLEY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5281 | SOUTH MIAMI HEIGHTS ELEMENTARY | | | X |
| 13 | DADE | 5521 | TROPICAL ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5561 | FRANCES S. TUCKER ELEM. SCHOOL | | | X |
| 13 | DADE | 5711 | MAE M. WALTERS ELEMENTARY SCHL | | | X |
| 13 | DADE | 5791 | WEST HOMESTEAD ELEMENTARY SCHL | | | X |
| 13 | DADE | 5901 | CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5971 | NATHAN B. YOUNG ELEM. SCHOOL | | | X |
| 13 | DADE | 5981 | DR. EDWARD L. WHIGHAM ELEM. | | | X |
| 13 | DADE | 6008 | LAWRENCE ACADEMY | | | X |
| 13 | DADE | 6009 | MATER EAST ACADEMY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6010 | FLORIDA INT'L ACADEMY CHARTER | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 13 | DADE | 6020 | ASPIRA YOUTH LEADERSHIP SCHOOL | | | X |
| 13 | DADE | 6031 | BROWNSVILLE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6041 | PAUL W. BELL MIDDLE SCHOOL | | | X |
| 13 | DADE | 6051 | CAROL CITY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6061 | CAMPBELL DRIVE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6070 | ASPIRA EUGENIO MARIA DE HOSTOS CHARTER SCHOOL | | | X |
| 13 | DADE | 6081 | CENTENNIAL MIDDLE SCHOOL | | | X |
| 13 | DADE | 6091 | CITRUS GROVE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6111 | CUTLER RIDGE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6121 | RUBEN DARIO MIDDLE SCHOOL | | | X |
| 13 | DADE | 6131 | HOWARD A. DOOLIN MIDDLE SCHOOL | | | X |
| 13 | DADE | 6171 | HENRY H. FILER MIDDLE SCHOOL | | | X |
| 13 | DADE | 6231 | HIALEAH MIDDLE SCHOOL | | | X |
| 13 | DADE | 6251 | HOMESTEAD MIDDLE SCHOOL | | | X |
| 13 | DADE | 6281 | THOMAS JEFFERSON MIDDLE SCHOOL | | | X |
| 13 | DADE | 6301 | JOHN F. KENNEDY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6331 | KINLOCH PARK MIDDLE SCHOOL | | | X |
| 13 | DADE | 6351 | LAKE STEVENS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6411 | HORACE MANN MIDDLE SCHOOL | | | X |
| 13 | DADE | 6421 | JOSE MARTI MIDDLE SCHOOL | | | X |
| 13 | DADE | 6431 | MAYS COMMUNITY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6441 | HOWARD D. MCMILLAN MIDDLE SCHOOL | | | X |
| 13 | DADE | 6501 | MIAMI LAKES MIDDLE SCHOOL | | | X |
| 13 | DADE | 6521 | MIAMI SPRINGS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6541 | NAUTILUS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6571 | NORLAND MIDDLE SCHOOL | | | X |
| 13 | DADE | 6591 | NORTH DADE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6611 | COUNTRY CLUB MIDDLE SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 13 | DADE | 6681 | PALM SPRINGS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6741 | PONCE DE LEON MIDDLE SCHOOL | | | X |
| 13 | DADE | 6761 | REDLAND MIDDLE SCHOOL | | | X |
| 13 | DADE | 6781 | RICHMOND HEIGHTS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6801 | RIVIERA MIDDLE SCHOOL | | | X |
| 13 | DADE | 6841 | SHENANDOAH MIDDLE SCHOOL | | | X |
| 13 | DADE | 6901 | W. R. THOMAS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6961 | WEST MIAMI MIDDLE SCHOOL | | | X |
| 13 | DADE | 6981 | WESTVIEW MIDDLE SCHOOL | | | X |
| 13 | DADE | 7011 | AMERICAN SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7014 | MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY | | | X |
| 13 | DADE | 7015 | LIFE SKILLS CENTER MIAMI-DADE COUNTY | | | X |
| 13 | DADE | 7017 | LIFE SKILLS CENTER OPA LOCKA | | | X |
| 13 | DADE | 7036 | LAWRENCE ACADEMY SENIOR HIGH CHARTER SCHOOL | | | X |
| 13 | DADE | 7037 | MATER ACADEMY EAST CHARTER HIGH SCHOOL | | | X |
| 13 | DADE | 7042 | SOMERSET HIGH SCHOOL | | | X |
| 13 | DADE | 7049 | WESTLAND HIALEAH SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7111 | HIALEAH SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7131 | HIALEAH-MIAMI LAKES SR. HIGH | | | X |
| 13 | DADE | 7160 | MATER ACADEMY CHARTER HIGH | | | X |
| 13 | DADE | 7201 | MIAMI BEACH SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7254 | YMAACD @ MACARTHUR NORTH | | | X |
| 13 | DADE | 7461 | MIAMI SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7541 | NORTH MIAMI BEACH SENIOR HIGH | | | X |
| 13 | DADE | 7601 | WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL | | | X |
| 13 | DADE | 7631 | YMAACD @ MACARTHUR SOUTH | | | X |
| 13 | DADE | 7701 | SOUTH DADE SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7721 | SOUTH MIAMI SENIOR HIGH SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|------------------------------------|------------------|-------------------|--------------------|
| 13 | DADE | 7741 | SOUTHWEST MIAMI SENIOR HIGH | | | X |
| 13 | DADE | 7824 | HIALEAH INSTITUTE | | | X |
| 13 | DADE | 7829 | LITTLE HAVANA INSTITUTE | | | X |
| 13 | DADE | 8019 | ACADEMY FOR COMMUNITY ED (ACE) | | | X |
| 13 | DADE | 8101 | YWAACD@JAN MANN OPPORTUNITY SCHOOL | | | X |
| 13 | DADE | 8121 | COPE CENTER NORTH | | | X |
| 13 | DADE | 8131 | DOROTHY M. WALLACE COPE CENTER | | | X |
| 13 | DADE | 8151 | ROBERT RENICK EDUCATION CENTER | | | X |
| 13 | DADE | 8161 | CORPORATE ACADEMY NORTH | | | X |
| 13 | DADE | 8181 | RUTH OWENS KRUSE EDUCATION CENTER | | | X |
| 13 | DADE | 8201 | CORPORATE ACADEMY - SOUTH | | | X |
| 14 | DESOTO | 0081 | MEMORIAL ELEMENTARY SCHOOL | | | X |
| 14 | DESOTO | 0181 | NOCATEE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0151 | BRENTWOOD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0181 | CENTRAL RIVERSIDE ELEM. SCHOOL | | | X |
| 16 | DUVAL | 0191 | RUTH N. UPSON ELEMENTARY SCHL | | | X |
| 16 | DUVAL | 0211 | ANNIE R. MORGAN ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0721 | SPRING PARK ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0731 | JOHN LOVE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0741 | LAKE FOREST ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0771 | HYDE PARK ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0781 | BILTMORE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0791 | RAMONA BOULEVARD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0831 | SAN JOSE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0841 | BAYVIEW ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0871 | ENGLEWOOD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0891 | WOODLAND ACRES ELEMENTARY SCHL | | | X |
| 16 | DUVAL | 0911 | SALLYE B. MATHIS ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--|------------------|-------------------|--------------------|
| 16 | DUVAL | 0941 | WINDY HILL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0971 | CEDAR HILLS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0981 | TIMUCUAN ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0991 | HIGHLANDS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1131 | WAYMAN ACADEMY OF THE ARTS | | | X |
| 16 | DUVAL | 1161 | SADIE T. TILLIS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1241 | SAINT CLAIR EVANS ACADEMY | | | X |
| 16 | DUVAL | 1431 | WEST JACKSONVILLE ELEM. SCHOOL | | | X |
| 16 | DUVAL | 1461 | MATTHEW W. GILBERT MIDDLE SCHOOL | | | X |
| 16 | DUVAL | 1481 | RICHARD L. BROWN ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1542 | JOHN E. FORD K-8 SCHOOL | | | X |
| 16 | DUVAL | 1581 | GEORGE WASHINGTON CARVER ELEM. | | | X |
| 16 | DUVAL | 1631 | RUFUS E. PAYNE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1661 | CARTER G. WOODSON ELEM. SCHOOL | | | X |
| 16 | DUVAL | 1681 | EUGENE J. BUTLER MIDDLE SCHOOL | | | X |
| 16 | DUVAL | 1691 | S. A. HULL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2021 | REYNOLDS LANE ELEMENTARY SCHL | | | X |
| 16 | DUVAL | 2031 | KINGS TRAIL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2051 | PICKETT ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2101 | OAK HILL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2141 | HYDE GROVE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2151 | JUSTINA ROAD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2201 | MARTIN LUTHER KING, JR ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2271 | MAYPORT ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2401 | ARLINGTON HEIGHTS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2431 | GREGORY DRIVE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2501 | PINE ESTATES ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2621 | ANDREW A. ROBINSON ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|----------------------------------|------------------|-------------------|--------------------|
| 17 | ESCAMBIA | 0031 | JIM ALLEN ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0051 | BELLVIEW ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0111 | BRENTWOOD ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0271 | ENSLEY ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0311 | GEORGE S. HALLMARK ELEMENTARY | | | X |
| 17 | ESCAMBIA | 0371 | MYRTLE GROVE ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0381 | NAVY POINT ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0391 | OAKCREST ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0471 | O. J. SEMMES ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0491 | SHERWOOD ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0551 | WARRINGTON ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0581 | WEST PENSACOLA ELEMENTARY SCHL | | | X |
| 17 | ESCAMBIA | 0602 | REINHERDT HOLM ELEMENTARY SCHL | | | X |
| 17 | ESCAMBIA | 0611 | ALLIE YNIESTRA ELEM. SCHOOL | | | X |
| 17 | ESCAMBIA | 0661 | SPENCER BIBBS ELEMENTARY SCHL | | | X |
| 17 | ESCAMBIA | 0771 | LINCOLN PARK ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0852 | WOODHAM MIDDLE SCHOOL | | | X |
| 17 | ESCAMBIA | 2081 | ESCAMBIA CHARTER SCHOOL | | | X |
| 20 | GADSDEN | 0061 | HAVANA MIDDLE SCHOOL | | | X |
| 20 | GADSDEN | 0091 | HAVANA ELEMENTARY SCHOOL | | | X |
| 20 | GADSDEN | 0141 | GREENSBORO ELEMENTARY SCHOOL | | | X |
| 20 | GADSDEN | 0171 | GRETNA ELEMENTARY SCHOOL | | | X |
| 20 | GADSDEN | 0201 | STEWART STREET ELEMENTARY SCHL | | | X |
| 20 | GADSDEN | 0211 | JAMES A. SHANKS MIDDLE SCHOOL | | | X |
| 20 | GADSDEN | 0231 | CARTER PARRAMORE ACADEMY | | | X |
| 24 | HAMILTON | 0041 | NORTH HAMILTON ELEMENTARY SCHL | | | X |
| 24 | HAMILTON | 0051 | SOUTH HAMILTON ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0151 | LABELLE ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------|------------------|-------------------|--------------------|
| 26 | HENDRY | 0161 | WESTSIDE ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0162 | EASTSIDE ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0171 | CENTRAL ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0161 | WESTSIDE ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0171 | EASTSIDE ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0202 | FOX CHAPEL MIDDLE SCHOOL | | | X |
| 27 | HERNANDO | 0211 | SPRING HILL ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0241 | D. S. PARROTT MIDDLE SCHOOL | | | X |
| 27 | HERNANDO | 0252 | PINE GROVE ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0253 | WEST HERNANDO MIDDLE SCHOOL | | | X |
| 27 | HERNANDO | 0261 | DELTONA ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0271 | MOTON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0041 | ADAMS MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0042 | FOREST HILLS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0051 | SHEEHY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0052 | GIUNTA MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0054 | CORR ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0055 | SHIELDS MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0056 | DAVIS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0063 | CARVER EXCEPTIONAL CENTER | | | X |
| 29 | HILLSBOROUGH | 0070 | FROST ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0073 | LENNARD HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0081 | ALEXANDER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0082 | PIERCE MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0110 | REDDICK ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0119 | MOSI PARTNERSHIP ELEMENTARY | | | X |
| 29 | HILLSBOROUGH | 0120 | KIMBELL ELEMENTARY | | | X |
| 29 | HILLSBOROUGH | 0261 | BING ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|-----------------------------------|------------------|-------------------|--------------------|
| 29 | HILLSBOROUGH | 0281 | BLAKE HIGH SCHOOL-MAGNET | | | X |
| 29 | HILLSBOROUGH | 0284 | STEWART MIDDLE MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0322 | MCLANE MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0441 | BROWARD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0521 | BRYAN ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0561 | BUCHANAN MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0631 | BURNETT MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0641 | BURNEY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0681 | CAHOON ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0682 | VAN BUREN MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0691 | CANNELLA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0761 | CHAMBERLAIN HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0771 | CHIARAMONTE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0841 | CLAIR-MEL ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0842 | DOWDELL MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0881 | CLEVELAND ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0931 | COLSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0962 | LOCKHART ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1021 | CRESTWOOD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1051 | CYPRESS CREEK ELEMENTARY SCHL | | | X |
| 29 | HILLSBOROUGH | 1081 | DESOTO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1101 | DICKENSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1201 | DOVER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1281 | DUNBAR ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1361 | EDISON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1401 | EGYPT LAKE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1471 | FOLSOM ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1481 | FOSTER ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|----------------------------------|------------------|-------------------|--------------------|
| 29 | HILLSBOROUGH | 1482 | SLIGH MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1601 | GIBSONTON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1761 | GRAHAM ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1776 | BELLAMY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1781 | GRECO MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1881 | HILLSBOROUGH HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1951 | IPPOLITO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2041 | JACKSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2042 | JENNINGS MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2201 | KENLY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2261 | KINGSWOOD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2291 | KNIGHTS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2361 | LANIER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2362 | MONROE MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2401 | LEE ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2421 | LETO HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2441 | LINCOLN ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2521 | LOMAX MAGNET ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2531 | LOPEZ ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2651 | MADISON MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2721 | MANGO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2841 | MARSHALL MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2871 | MCDONALD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2882 | MEMORIAL MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2961 | MENDENHALL ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2972 | MENDEZ EXCEPTIONAL CENTER | | | X |
| 29 | HILLSBOROUGH | 3002 | FERRELL MIDDLE MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3101 | MORGAN WOODS ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------|------------------|-------------------|--------------------|
| 29 | HILLSBOROUGH | 3121 | MORT ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3161 | OAK GROVE ELEMENTARY SCHL | | | X |
| 29 | HILLSBOROUGH | 3201 | OAK PARK ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3281 | PALM RIVER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3381 | PIZZO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3521 | POTTER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3621 | RIVERHILLS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3681 | ROBINSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3761 | ROBLES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3781 | ROLAND PARK K-8 SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3784 | JEFFERSON HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3841 | RUSKIN ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3921 | SEMINOLE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3951 | SHAW ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4002 | SIMMONS EXCEPTIONAL CENTER | | | X |
| 29 | HILLSBOROUGH | 4161 | SPRINGHEAD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4201 | SULPHUR SPRINGS ELEM. SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4211 | SUMMERFIELD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4241 | TAMPA BAY BOULEVARD ELEM. SCHL | | | X |
| 29 | HILLSBOROUGH | 4331 | NORTH TAMPA ALTERNATIVE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4332 | BRANDON ALTERNATIVE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4361 | THONOTOSASSA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4441 | TOWN & COUNTRY ELEMENTARY SCHL | | | X |
| 29 | HILLSBOROUGH | 4442 | WEBB MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4481 | TRAPNELL ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4522 | TURKEY CREEK MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4561 | TWIN LAKES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4681 | WEST SHORE ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 29 | HILLSBOROUGH | 4722 | WEST TAMPA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4747 | JAMES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4801 | WILSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4841 | WIMAUMA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4921 | WITTER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4941 | WOODBIDGE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4961 | YATES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 5041 | YOUNG MIDDLE MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 6608 | VILLAGE OF EXCEL. ACAD. | | | X |
| 29 | HILLSBOROUGH | 6615 | RCMA WIMAUMA ACADEMY | | | X |
| 29 | HILLSBOROUGH | 6621 | MOUNT PLEASANT STANDARD BASE | | | X |
| 29 | HILLSBOROUGH | 6634 | BROOKS DEBARTOLO COLLEGIATE HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 6643 | COMMUNITY CHARTER SCHOOL OF EXCELLENCE | | | X |
| 31 | INDIAN RIVER | 0101 | FELLSMERE ELEMENTARY SCHOOL | | | X |
| 31 | INDIAN RIVER | 0161 | VERO BEACH ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0031 | BEVERLY SHORES ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0041 | CLERMONT ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0071 | EUSTIS HEIGHTS ELEM. SCHOOL | | | X |
| 35 | LAKE | 0101 | FRUITLAND PARK ELEM. SCHOOL | | | X |
| 35 | LAKE | 0291 | LEESBURG ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0521 | TRIANGLE ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0541 | MASCOTTE ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0551 | TAVARES ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0631 | SPRING CREEK ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0121 | BONITA SPRINGS ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0152 | LEE ADOLESCENT MOTHER'S PROG. | | | X |
| 36 | LEE | 0162 | RAY V POTTORF ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0181 | EDGEWOOD ACADEMY | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------|------------------|-------------------|--------------------|
| 36 | LEE | 0211 | FORT MYERS MIDDLE ACADEMY | | | X |
| 36 | LEE | 0231 | HARNS MARSH ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0251 | FRANKLIN PARK SCHOOL | | | X |
| 36 | LEE | 0261 | J. COLIN ENGLISH ELEM. SCHOOL | | | X |
| 36 | LEE | 0321 | ORANGE RIVER ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0381 | TICE ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0421 | HEIGHTS ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0552 | LEE COUNTY ALC CENTRAL MIDDLE | | | X |
| 36 | LEE | 0601 | N. FT. MYERS ACADEMY FOR ARTS | | | X |
| 36 | LEE | 0681 | SPRING CREEK ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0691 | LEHIGH ACRES MIDDLE SCHOOL | | | X |
| 36 | LEE | 0763 | MANATEE ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0781 | COLONIAL ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 4131 | LEE CHARTER ACADEMY | | | X |
| 37 | LEON | 0041 | FRANK HARTSFIELD ELEM. SCHOOL | | | X |
| 37 | LEON | 0071 | SABAL PALM ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0091 | RUEDIGER ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0131 | WOODVILLE ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0171 | OAK RIDGE ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0231 | JOHN G RILEY ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0311 | PINEVIEW ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0401 | ASTORIA PARK ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0441 | APALACHEE ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 1181 | BOND ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 1401 | C.K. STEELE-LEROY COLLINS CHAR | | | X |
| 38 | LEVY | 0021 | BRONSON MIDDLE/HIGH SCHOOL | | | X |
| 38 | LEVY | 0041 | CEDAR KEY HIGH SCHOOL | | | X |
| 38 | LEVY | 0053 | CHIEFLAND MIDDLE SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 38 | LEVY | 0060 | WHISPERING WINDS CHARTER SCHL | | | X |
| 38 | LEVY | 0062 | NATURE COAST MIDDLE SCHOOL | | | X |
| 38 | LEVY | 0092 | JOYCE M. BULLOCK ELEM. SCHOOL | | | X |
| 38 | LEVY | 0101 | WILLISTON MIDDLE SCHOOL | | | X |
| 38 | LEVY | 0111 | YANKEETOWN SCHOOL | | | X |
| 38 | LEVY | 0231 | WILLISTON ELEMENTARY SCHOOL | | | X |
| 38 | LEVY | 0241 | CHIEFLAND ELEMENTARY SCHOOL | | | X |
| 38 | LEVY | 1011 | BRONSON ELEMENTARY SCHOOL | | | X |
| 40 | MADISON | 0111 | PINETTA ELEMENTARY SCHOOL | | | X |
| 40 | MADISON | 0950 | MADISON COUNTY EXCEL ALTERNATIVE SCHOOL | | | X |
| 41 | MANATEE | 0051 | BALLARD ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0151 | MANATEE ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0261 | ONECO ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0271 | ORANGE RIDGE-BULLOCK ELEM. | | | X |
| 41 | MANATEE | 0411 | BLANCHE H. DAUGHTREY ELEMENTARY | | | X |
| 41 | MANATEE | 0421 | SAMOSET ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0521 | JAMES TILLMAN ELEMENTARY MAGNET SCHOOL | | | X |
| 41 | MANATEE | 0691 | LOUISE R. JOHNSON MIDDLE SCHL | | | X |
| 41 | MANATEE | 2122 | OASIS MIDDLE SCHOOL | | | X |
| 42 | MARION | 0071 | ANTHONY ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0091 | BELLEVIEW ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0101 | BELLEVIEW-SANTOS ELEM. SCHOOL | | | X |
| 42 | MARION | 0162 | REDDICK-COLLIER ELEM. SCHOOL | | | X |
| 42 | MARION | 0181 | EAST MARION ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0191 | EIGHTH STREET ELEMENTARY SCHL | | | X |
| 42 | MARION | 0211 | FESSENDEN ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0251 | WARD-HIGHLANDS ELEMENTARY SCHL | | | X |
| 42 | MARION | 0341 | OAKCREST ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------|------------------|-------------------|--------------------|
| 42 | MARION | 0381 | SPARR ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0391 | SOUTH OCALA ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0401 | STANTON-WEIRSDALE ELEMENTARY | | | X |
| 42 | MARION | 0431 | WYOMINA PARK ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0531 | FT. MCCOY SCHOOL | | | X |
| 42 | MARION | 0541 | OCALA SPRINGS ELEMENTARY SCHL | | | X |
| 42 | MARION | 0551 | SHADY HILL ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0561 | EMERALD SHORES ELEMENTARY SCHL | | | X |
| 42 | MARION | 0571 | SUNRISE ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0611 | MAPLEWOOD ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0641 | DUNNELLON ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0651 | COLLEGE PARK ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0671 | GREENWAY ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0681 | SADDLEWOOD ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0721 | HORIZON ACADEMY AT MARION OAKS | | | X |
| 42 | MARION | 9670 | MARION CHARTER SCHOOL | | | X |
| 42 | MARION | 9731 | KINGSBURY ACADEMY | | | X |
| 46 | OKALOOSA | 0031 | ANNETTE P. EDWINS ELEM. SCHOOL | | | X |
| 46 | OKALOOSA | 0041 | BAKER SCHOOL | | | X |
| 46 | OKALOOSA | 0051 | BOB SIKES ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0201 | LAUREL HILL SCHOOL | | | X |
| 46 | OKALOOSA | 0251 | RIVERSIDE ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0281 | WRIGHT ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0431 | SHALIMAR ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0541 | ELLIOTT POINT ELEMENTARY SCHL | | | X |
| 46 | OKALOOSA | 0561 | MARY ESTHER ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0681 | LONGWOOD ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0731 | WALKER ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------------|------------------|-------------------|--------------------|
| 48 | ORANGE | 0057 | RIO GRANDE CHARTER | | | X |
| 48 | ORANGE | 0062 | NAP FORD COMMUNITY CHARTER | | | X |
| 48 | ORANGE | 0131 | HOWARD MIDDLE | | | X |
| 48 | ORANGE | 0142 | CHEROKEE | | | X |
| 48 | ORANGE | 0181 | FERN CREEK ELEMENTARY | | | X |
| 48 | ORANGE | 0191 | GRAND AVENUE PRIMARY LEARNING CENTER | | | X |
| 48 | ORANGE | 0212 | OAKSHIRE ELEMENTARY | | | X |
| 48 | ORANGE | 0215 | THREE POINTS ELEMENTARY | | | X |
| 48 | ORANGE | 0231 | PINELOCH ELEMENTARY | | | X |
| 48 | ORANGE | 0236 | EAGLES NEST ELEMENTARY | | | X |
| 48 | ORANGE | 0241 | LAKE GEM ELEMENTARY | | | X |
| 48 | ORANGE | 0253 | WEST OAKS ELEMENTARY | | | X |
| 48 | ORANGE | 0271 | ORLO VISTA ELEMENTARY | | | X |
| 48 | ORANGE | 0311 | KILLARNEY ELEMENTARY | | | X |
| 48 | ORANGE | 0361 | TILDENVILLE ELEMENTARY | | | X |
| 48 | ORANGE | 0401 | PINEWOOD ELEMENTARY | | | X |
| 48 | ORANGE | 0461 | ZELLWOOD ELEMENTARY | | | X |
| 48 | ORANGE | 0591 | GATEWAY | | | X |
| 48 | ORANGE | 0611 | AZALEA PARK ELEMENTARY | | | X |
| 48 | ORANGE | 0621 | PINE HILLS ELEMENTARY | | | X |
| 48 | ORANGE | 0651 | LAKE WESTON ELEMENTARY | | | X |
| 48 | ORANGE | 0681 | ENGELWOOD ELEMENTARY | | | X |
| 48 | ORANGE | 0701 | CATALINA ELEMENTARY | | | X |
| 48 | ORANGE | 0711 | CHENEY ELEMENTARY | | | X |
| 48 | ORANGE | 0741 | CYPRESS PARK ELEMENTARY | | | X |
| 48 | ORANGE | 0791 | MOLLIE RAY ELEMENTARY | | | X |
| 48 | ORANGE | 0821 | LOVELL ELEMENTARY | | | X |
| 48 | ORANGE | 0851 | LANCASTER ELEMENTARY | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------|------------------|-------------------|--------------------|
| 48 | ORANGE | 0861 | ROLLING HILLS ELEMENTARY | | | X |
| 48 | ORANGE | 0881 | HIAWASSEE ELEMENTARY | | | X |
| 48 | ORANGE | 0891 | MCCOY ELEMENTARY | | | X |
| 48 | ORANGE | 0921 | ROBINSWOOD MIDDLE | | | X |
| 48 | ORANGE | 0971 | VENTURA ELEMENTARY | | | X |
| 48 | ORANGE | 1111 | JACKSON MIDDLE | | | X |
| 48 | ORANGE | 1133 | WESTRIDGE MIDDLE | | | X |
| 48 | ORANGE | 1141 | LITTLE RIVER ELEMENTARY | | | X |
| 48 | ORANGE | 1151 | WALKER MIDDLE | | | X |
| 48 | ORANGE | 1171 | WINEGARD ELEMENTARY | | | X |
| 48 | ORANGE | 1241 | MEADOWBROOK MIDDLE | | | X |
| 48 | ORANGE | 1261 | SADLER ELEMENTARY | | | X |
| 48 | ORANGE | 1271 | ROSEMONT ELEMENTARY | | | X |
| 48 | ORANGE | 1321 | MAXEY ELEMENTARY | | | X |
| 48 | ORANGE | 1351 | HUNGERFORD ELEMENTARY | | | X |
| 48 | ORANGE | 1361 | WHEATLEY ELEMENTARY | | | X |
| 48 | ORANGE | 1421 | IVEY LANE ELEMENTARY | | | X |
| 48 | ORANGE | 1431 | RIDGEWOOD PARK ELEMENTARY | | | X |
| 48 | ORANGE | 1491 | PALMETTO ELEMENTARY | | | X |
| 48 | ORANGE | 1501 | OAK HILL ELEMENTARY | | | X |
| 48 | ORANGE | 1541 | PINAR ELEMENTARY | | | X |
| 48 | ORANGE | 1553 | MILLENNIA ELEMENTARY | | | X |
| 48 | ORANGE | 1621 | SHINGLE CREEK ELEMENTARY | | | X |
| 48 | ORANGE | 5711 | JONES HIGH | | | X |
| 48 | ORANGE | 5871 | CARVER MIDDLE | | | X |
| 48 | ORANGE | 5891 | RICHMOND HEIGHTS ELEMENTARY | | | X |
| 49 | OSCEOLA | 0042 | KISSIMMEE ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0061 | CENTRAL AVENUE ELEMENTARY SCHL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 49 | OSCEOLA | 0071 | HIGHLANDS ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0091 | DENN JOHN MIDDLE SCHOOL | | | X |
| 49 | OSCEOLA | 0101 | THACKER AVENUE ELEM SCHOOL INTERNATIONAL STUD | | | X |
| 49 | OSCEOLA | 0321 | VENTURA ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0401 | BOGGY CREEK ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0851 | CYPRESS ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0901 | POINCIANA ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0957 | CHESTNUT ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 9036 | NEW BEGINNINGS ED. COMPLEX | | | X |
| 50 | PALM BEACH | 0021 | L C SWAIN MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0071 | JUPITER ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0121 | HOWELL L. WATKINS MIDDLE SCHL | | | X |
| 50 | PALM BEACH | 0131 | NORTH PALM BEACH ELEM. SCHOOL | | | X |
| 50 | PALM BEACH | 0141 | LAKE PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0191 | WASHINGTON ELEM MAGNET SCHOOL | | | X |
| 50 | PALM BEACH | 0201 | JOHN F. KENNEDY MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0211 | LINCOLN ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0271 | NORTHMORE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0291 | NORTHBORO ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0311 | ROOSEVELT MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0341 | ROOSEVELT ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0351 | WESTWARD ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0361 | U. B. KINSEY/PALMVIEW ELEM. | | | X |
| 50 | PALM BEACH | 0481 | WEST GATE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0531 | BELVEDERE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0541 | CONNISTON MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0561 | PALMETTO ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0581 | FOREST HILL COMMUNITY HIGH SCH | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---------------------------------|------------------|-------------------|--------------------|
| 50 | PALM BEACH | 0601 | BERKSHIRE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0611 | PALM SPRINGS MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0621 | FOREST HILL ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0631 | GREENACRES ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0642 | DAYSTAR ACADEMY OF EXCEL CHART | | | X |
| 50 | PALM BEACH | 0651 | PALM SPRINGS ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0664 | ACADEMY FOR POSITIVE LEARNING | | | X |
| 50 | PALM BEACH | 0671 | HIGHLAND ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0681 | NORTH GRADE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0741 | BARTON ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0751 | LANTANA ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0761 | LANTANA MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0771 | STARLIGHT COVE ELEMENTARY SCHL | | | X |
| 50 | PALM BEACH | 0781 | ROLLING GREEN ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0821 | GALAXY ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0831 | FOREST PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0842 | TURNING POINTS ACADEMY | | | X |
| 50 | PALM BEACH | 0871 | PLUMOSA ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0911 | PINE GROVE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0951 | BOCA RATON ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1101 | PAHOKEE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1232 | LAKE SHORE MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 1241 | GOVE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1361 | JOHN I. LEONARD HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1371 | PALM BEACH GARDENS HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1391 | WYNNEBROOK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1411 | GROVE PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1441 | MELALEUCA ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|-----------------------------------|------------------|-------------------|--------------------|
| 50 | PALM BEACH | 1461 | INLET GROVE COMMUNITY HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1531 | CLIFFORD O TAYLOR/KIRKLANE ELE | | | X |
| 50 | PALM BEACH | 1541 | DWIGHT D. EISENHOWER ELEM. | | | X |
| 50 | PALM BEACH | 1571 | SOUTH TECH ACADEMY | | | X |
| 50 | PALM BEACH | 1581 | CONGRESS COMMUNITY MIDDLE SCHL | | | X |
| 50 | PALM BEACH | 1641 | GOLD COAST COMMUNITY SCHOOL | | | X |
| 50 | PALM BEACH | 1771 | PAHOKEE MIDDLE-SENIOR HIGH | | | X |
| 50 | PALM BEACH | 1801 | ROYAL PALM SCHOOL | | | X |
| 50 | PALM BEACH | 1831 | K CUNNINGHAM/CANAL POINT ELEM | | | X |
| 50 | PALM BEACH | 1851 | PALM BEACH LAKES HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1861 | INDIAN PINES ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1871 | LIBERTY PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1981 | BEAR LAKES MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2041 | CARVER MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2131 | LAKE WORTH COMMUNITY MIDDLE | | | X |
| 50 | PALM BEACH | 2151 | OKEEHHEELLEE MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2351 | ORCHARD VIEW ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2361 | BOYNTON BEACH COMMUNITY HIGH | | | X |
| 50 | PALM BEACH | 2411 | INDIAN RIDGE SCHOOL | | | X |
| 50 | PALM BEACH | 2431 | SOUTH GRADE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2571 | HERITAGE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2601 | ODYSSEY MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2641 | LAKESIDE ACADEMY | | | X |
| 50 | PALM BEACH | 2661 | JOSEPH LITTLES-NGUZO SABA | | | X |
| 50 | PALM BEACH | 2701 | JEAGA MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2731 | CROSSPOINTE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2751 | BENOIST FARMS ELEMENTARY SCHL | | | X |
| 50 | PALM BEACH | 2761 | CHOLEE LAKE ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---|------------------|-------------------|--------------------|
| 50 | PALM BEACH | 2811 | VILLAGE ACADEMY | | | X |
| 50 | PALM BEACH | 3046 | SOUTH AREA SECONDARY INTENSIVE TRANSITION | | | X |
| 50 | PALM BEACH | 3101 | LAKE SHORE ANNEX | | | X |
| 50 | PALM BEACH | 3261 | DIAMOND VIEW ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 3344 | DELRAY YOUTH VOCATIONAL CHARTER SCHOOL | | | X |
| 50 | PALM BEACH | 3382 | GLADES ACAD AGR/ECOLO STUDIES | | | X |
| 50 | PALM BEACH | 3384 | HOPE LEARNING COMMUNITY OF RIVIERA BEACH, INC | | | X |
| 50 | PALM BEACH | 3386 | TOUSSAINT L'OUVERTURE HIGH | | | X |
| 50 | PALM BEACH | 3392 | CHARTER SCHOOL OF BOYNTON BEACH | | | X |
| 50 | PALM BEACH | 3398 | EVERGLADES PREPARATORY ACADEMY | | | X |
| 52 | PINELLAS | 0131 | BARDMOOR ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0271 | BEAR CREEK ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0321 | BELCHER ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0371 | BELLEAIR ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0391 | BLANTON ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0481 | CAMPBELL PARK ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 1071 | DUNEDIN ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1131 | EISENHOWER ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1261 | JOHN M. SEXTON ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 1421 | LYNCH ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1691 | GULFPORT MONTESSOURI ELEM.SCHL | | | X |
| 52 | PINELLAS | 1811 | HIGH POINT ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1821 | DOUG JAMERSON ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 2141 | LEALMAN AVENUE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2281 | MAXIMO ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2371 | MELROSE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2431 | MILDRED HELMS ELEM. SCHOOL | | | X |
| 52 | PINELLAS | 2531 | MOUNT VERNON ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--|------------------|-------------------|--------------------|
| 52 | PINELLAS | 2691 | NORTH SHORE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2791 | NORTHWEST ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3361 | PINELLAS CENTRAL ELEM. SCHOOL | | | X |
| 52 | PINELLAS | 3391 | PINELLAS PARK ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 3461 | PONCE DE LEON ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3761 | JAMES B. SANDERLIN ELEM. | | | X |
| 52 | PINELLAS | 3851 | SAN JOSE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3871 | SANDY LANE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3961 | SEVENTY-FOURTH ST. ELEMENTARY | | | X |
| 52 | PINELLAS | 4121 | SKYCREST ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4171 | SKYVIEW ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4491 | TARPON SPRINGS ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4591 | NEW HEIGHTS ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4701 | WALSINGHAM ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4771 | WESTGATE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0091 | COMBEE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0101 | CRYSTAL LAKE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0151 | PHILIP O'BRIEN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0201 | NORTH LAKELAND ELEMENTARY SCHOOL OF CHOICE | | | X |
| 53 | POLK | 0231 | SOUTHWEST ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0321 | SHELLEY S. BOONE MIDDLE SCHOOL | | | X |
| 53 | POLK | 0331 | ALTA VISTA ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0571 | WESTWOOD MIDDLE SCHOOL | | | X |
| 53 | POLK | 0591 | ELBERT ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0601 | FRED G. GARNER ELEMENTARY SCHL | | | X |
| 53 | POLK | 0611 | INWOOD ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0621 | LAKE SHIPP ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0631 | JOHN SNIVELY ELEMENTARY SCHOOL OF CHOICE | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|---------------------------------------|------------------|-------------------|--------------------|
| 53 | POLK | 0651 | LAKE ALFRED ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0661 | KAREN M. SIEGEL ACADEMY | | | X |
| 53 | POLK | 0681 | WAHNETA ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0802 | LEWIS ANNA WOODBURY ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0841 | LENA VISTA ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0851 | AUBURNDALE CENTRAL ELEMENTARY | | | X |
| 53 | POLK | 0861 | WALTER CALDWELL ELEM. SCHOOL | | | X |
| 53 | POLK | 0932 | COMPASS MIDDLE CHARTER SCHOOL | | | X |
| 53 | POLK | 0961 | FLORAL AVENUE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0962 | POLK LIFE AND LEARNING CENTER | | | X |
| 53 | POLK | 0981 | GIBBONS STREET ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1041 | ALTURAS ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1141 | PURCELL ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1151 | KINGSFORD ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1191 | KATHLEEN MIDDLE SCHOOL | | | X |
| 53 | POLK | 1221 | KATHLEEN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1231 | GRIFFIN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1241 | JESSE KEEN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1251 | WINSTON ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1271 | SLEEPY HILL ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1291 | FROSTPROOF ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1341 | MCLAUGHLIN MIDDLE SCHOOL | | | X |
| 53 | POLK | 1351 | POLK AVENUE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1361 | HILLCREST ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1362 | HORIZONS ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1371 | SPOOK HILL ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1381 | ROOSEVELT ACADEMY | | | X |
| 53 | POLK | 1401 | JANIE HOWARD WILSON SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------------|------------------|-------------------|--------------------|
| 53 | POLK | 1451 | EDGAR L. PADGETT ELEMENTARY | | | X |
| 53 | POLK | 1501 | CRYSTAL LAKE MIDDLE SCHOOL | | | X |
| 53 | POLK | 1662 | LAKE ALFRED-ADDAIR MIDDLE SCHOOL | | | X |
| 53 | POLK | 1701 | EAGLE LAKE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1731 | PINEWOOD ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1751 | JAMES E. STEPHENS ELEM. SCHOOL | | | X |
| 53 | POLK | 1781 | DUNDEE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1811 | CLARENCE BOSWELL ELEM. SCHOOL | | | X |
| 53 | POLK | 1841 | R. CLEM CHURCHWELL ELEMENTARY | | | X |
| 53 | POLK | 1851 | DR. NE ROBERTS ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1901 | SOCRUM ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1921 | BEN HILL GRIFFIN JR ELEM SCHL | | | X |
| 53 | POLK | 1941 | LOUGHMAN OAKS ELEMENTARY SCHL | | | X |
| 53 | POLK | 1971 | SLEEPY HILL MIDDLE SCHOOL | | | X |
| 53 | POLK | 1981 | DUNDEE RIDGE MIDDLE SCHOOL | | | X |
| 54 | PUTNAM | 0041 | W. H. BEASLEY MIDDLE SCHOOL | | | X |
| 54 | PUTNAM | 0091 | MELLON ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0151 | JAMES A. LONG ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0201 | INTERLACHEN ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0211 | BROWNING-PEARCE ELEM. SCHOOL | | | X |
| 54 | PUTNAM | 0231 | GEORGE C. MILLER, JR. INTRM. | | | X |
| 54 | PUTNAM | 0251 | MIDDLETON-BURNEY ELEMENTARY | | | X |
| 54 | PUTNAM | 0341 | OCHWILLA ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0351 | WILLIAM D. MOSELEY ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0031 | WHITE CITY ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0040 | WEATHERBEE ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0061 | LAWNWOOD ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0071 | ST. LUCIE ELEMENTARY SCHOOL | | | X |

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--|------------------|-------------------|--------------------|
| 56 | ST. LUCIE | 0072 | DAN MCCARTY SCHOOL | | | X |
| 56 | ST. LUCIE | 0111 | CHESTER A. MOORE ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0141 | SAMUEL S. GAINES ACADEMY K-8 | | | X |
| 56 | ST. LUCIE | 0231 | LAKEWOOD PARK ELEM. SCHOOL | | | X |
| 56 | ST. LUCIE | 0321 | DALE CASSENS EDUCATIONAL COMPLEX | | | X |
| 56 | ST. LUCIE | 0371 | FOREST GROVE MIDDLE SCHOOL | | | X |
| 57 | SANTA ROSA | 0051 | BAGDAD ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0071 | EAST MILTON ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0142 | JAY ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0171 | S. S. DIXON PRIMARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0191 | W. H. RHODES ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0312 | BENNETT C RUSSELL ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0012 | ALTA VISTA ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0101 | BRENTWOOD ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0201 | TUTTLE ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0261 | GOCIO ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0291 | WILKINSON ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0461 | GLENALLEN ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0501 | EMMA E. BOOKER ELEMENTARY SCHOOL | | | X |
| 62 | TAYLOR | 0041 | TAYLOR COUNTY ELEMENTARY SCHL | | | X |
| 62 | TAYLOR | 0111 | STEINHATCHEE SCHOOL | | | X |
| 62 | TAYLOR | 0141 | PERRY PRIMARY SCHOOL | | | X |
| 65 | WAKULLA | 0005 | WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE | | | X |
| 65 | WAKULLA | 0011 | MEDART ELEMENTARY SCHOOL | | | X |
| 65 | WAKULLA | 0031 | CRAWFORDVILLE ELEMENTARY SCHOOL | | | X |

APPENDIX B
SCHOOLS SERVED WITH FY 2009 SIG 1003 (G) FUNDS
These schools are not eligible to receive the SIG 1003 (G) 2011-2014 Competitive Grant Funds

| LEA NUMBER | LEA NAME | LEA NCES ID NUMBER | SCHOOL NUMBER | SCHOOL NAME | SCHOOL NCES ID NUMBER | TIER I | TIER II | TIER III | NCLB GRADUATION RATE |
|---------------|----------|--------------------------|------------------|---|-----------------------------|-----------|------------|-------------|----------------------------|
| 01 | ALACHUA | 1200030 | 0021 | CHARLES W. DUVAL ELEM SCHOOL | 1 | X | | | |
| 01 | ALACHUA | 1200030 | 0201 | HAWTHORNE MIDDLE/HIGH SCHOOL | 16 | | X | | 71.2 |
| 01 | ALACHUA | 1200030 | 0341 | MARJORIE KINNAN RAWLINGS ELEM | 26 | X | | | |
| 06 | BROWARD | 1200180 | 0611 | SUNLAND PARK ELEMENTARY SCHOOL | 189 | X | | | |
| 06 | BROWARD | 1200180 | 0621 | LARKDALE ELEMENTARY SCHOOL | 190 | X | | | |
| 06 | BROWARD | 1200180 | 1681 | COCONUT CREEK HIGH SCHOOL | 249 | X | | | 79.0 |
| 11 | COLLIER | 1200330 | 0271 | IMMOKALEE HIGH SCHOOL | 355 | X | | | 70.9 |
| 11 | COLLIER | 1200330 | 0361 | IMMOKALEE MIDDLE SCHOOL | 269 | | | X | |
| 11 | COLLIER | 1200330 | 0631 | EDEN PARK ELEMENTARY SCHOOL | 7371 | X | | | |
| 12 | COLUMBIA | 1200360 | 0011 | COLUMBIA HIGH SCHOOL | 358 | | X | | 82.1 |
| 13 | DADE | 1200390 | 1361 | FREDERICK R. DOUGLASS ELEM. | 405 | X | | | |
| 13 | DADE | 1200390 | 2501 | HOLMES ELEMENTARY SCHOOL | 435 | X | | | |
| 13 | DADE | 1200390 | 3021 | JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL | 454 | X | | | |
| 13 | DADE | 1200390 | 3821 | NORTH COUNTY ELEMENTARY SCHOOL | 476 | X | | | |
| 13 | DADE | 1200390 | 4461 | PINE VILLA ELEMENTARY SCHOOL | 498 | X | | | |
| 13 | DADE | 1200390 | 5861 | DR. HENRY W. MACK/WEST LITTLE RIVER ELEM | 535 | X | | | |
| 13 | DADE | 1200390 | 6141 | CHARLES R. DREW MIDDLE SCHOOL | 550 | X | | | |
| 13 | DADE | 1200390 | 6481 | MIAMI EDISON MIDDLE SCHOOL | 567 | X | | | |

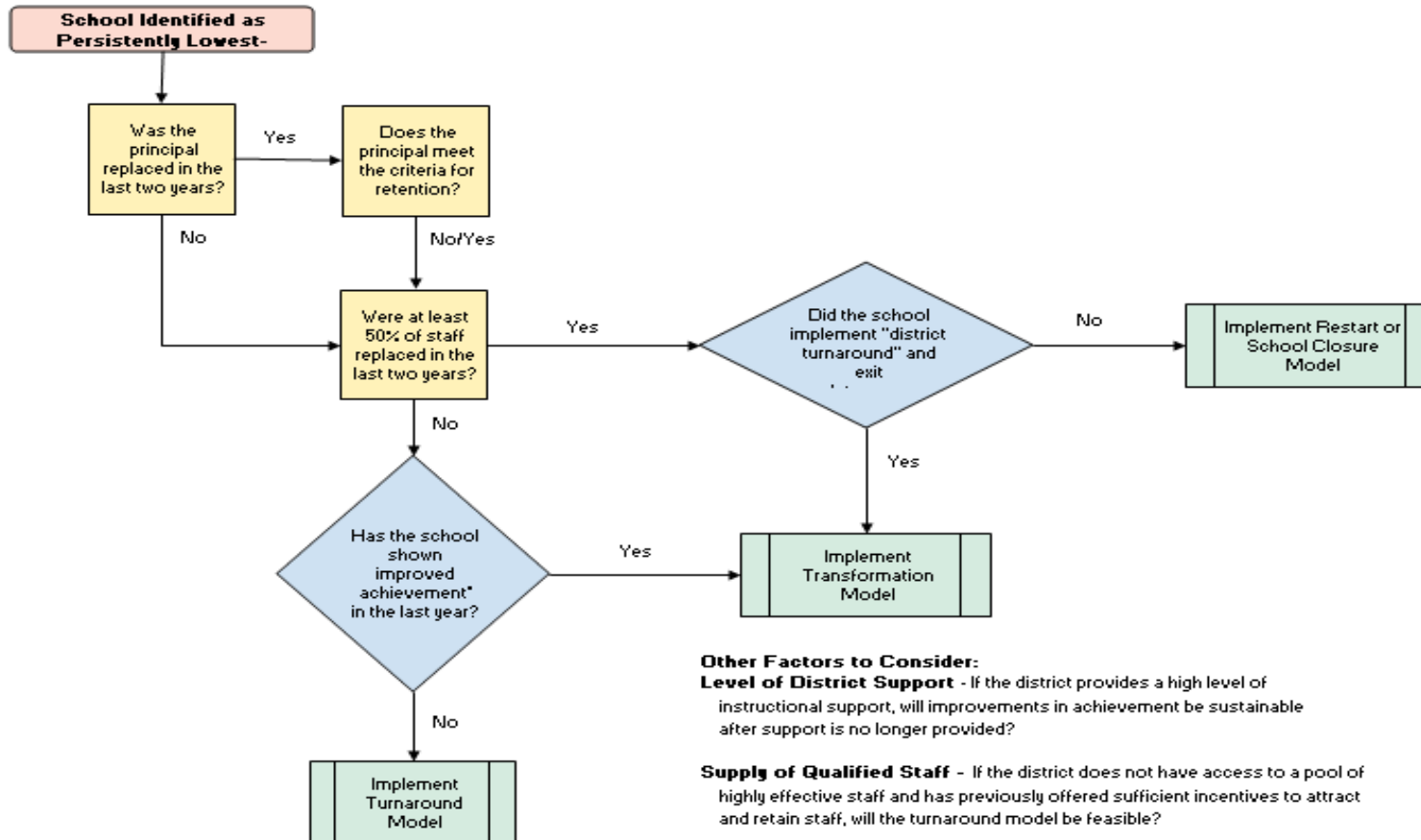
| LEA NUMBER | LEA NAME | LEA NCES ID NUMBER | SCHOOL NUMBER | SCHOOL NAME | SCHOOL NCES ID NUMBER | TIER I | TIER II | TIER III | NCLB GRADUATION RATE |
|------------|----------|--------------------|---------------|----------------------------------|-----------------------|--------|---------|----------|----------------------|
| 13 | DADE | 1200390 | 6631 | NORTH MIAMI MIDDLE SCHOOL | 573 | X | | | |
| 13 | DADE | 1200390 | 7151 | HOMESTEAD SENIOR HIGH SCHOOL | 593 | X | | | 58.8 |
| 13 | DADE | 1200390 | 7231 | MIAMI CAROL CITY SENIOR HIGH | 595 | X | | | 63.0 |
| 13 | DADE | 1200390 | 7251 | MIAMI CENTRAL SENIOR HIGH SCHL | 596 | X | | | 63.0 |
| 13 | DADE | 1200390 | 7301 | MIAMI EDISON SENIOR HIGH SCHL | 600 | X | | | 68.0 |
| 13 | DADE | 1200390 | 7341 | MIAMI JACKSON SENIOR HIGH SCHL | 601 | X | | | 66.0 |
| 13 | DADE | 1200390 | 7381 | MIAMI NORLAND SENIOR HIGH SCHOOL | 603 | X | | | 64.4 |
| 13 | DADE | 1200390 | 7411 | MIAMI NORTHWESTERN SENIOR HIGH | 604 | X | | | 71.1 |
| 13 | DADE | 1200390 | 7591 | NORTH MIAMI SENIOR HIGH SCHOOL | 610 | X | | | 64.8 |
| 13 | DADE | 1200390 | 7731 | MIAMI SOUTHRIDGE SENIOR HIGH | 614 | X | | | 64.0 |
| 13 | DADE | 1200390 | 7791 | BOOKER T. WASHINGTON SR HIGH | 3562 | X | | | 67.5 |
| 16 | DUVAL | 1200480 | 0351 | ANDREW JACKSON HIGH SCHOOL | 649 | X | | | 62.8 |
| 16 | DUVAL | 1200480 | 0701 | NORTH SHORE K-8 | 666 | X | | | |
| 16 | DUVAL | 1200480 | 0921 | PAXON MIDDLE SCHOOL | 687 | X | | | |
| 16 | DUVAL | 1200480 | 0961 | JEAN RIBAUTL HIGH SCHOOL | 691 | X | | | 70.3 |
| 16 | DUVAL | 1200480 | 1061 | LONG BRANCH ELEMENTARY SCHOOL | 695 | X | | | |
| 16 | DUVAL | 1200480 | 1491 | SMART POPE LIVINGSTON ELEM. | 704 | X | | | |
| 16 | DUVAL | 1200480 | 1551 | NORTHWESTERN MIDDLE SCHOOL | 708 | X | | | |
| 16 | DUVAL | 1200480 | 1651 | WILLIAM M. RAINES HIGH SCHOOL | 714 | X | | | 62.0 |
| 16 | DUVAL | 1200480 | 2411 | NATHAN B. FORREST HIGH SCHOOL | 762 | X | | | 62.0 |
| 16 | DUVAL | 1200480 | 2481 | EDWARD H. WHITE HIGH SCHOOL | 767 | X | | | 59.9 |
| 16 | DUVAL | 1200480 | 2851 | A. PHILIP RANDOLPH ACADEMIES | 773 | X | | | 72.7 |
| 17 | ESCAMBIA | 1200510 | 0561 | WARRINGTON MIDDLE SCHOOL | 815 | X | | | |
| 20 | GADSDEN | 1200600 | 0051 | WEST GADSDEN HIGH SCHOOL | 849 | X | | | 76.5 |
| 20 | GADSDEN | 1200600 | 0071 | EAST GADSDEN HIGH SCHOOL | 4082 | X | | | 76.1 |
| 24 | HAMILTON | 1200720 | 0031 | CENTRAL HAMILTON ELEM. SCHOOL | 871 | X | | | |
| 24 | HAMILTON | 1200720 | 0032 | HAMILTON COUNTY HIGH SCHOOL | 872 | | X | | 61.1 |
| 25 | HARDEE | 1200750 | 0021 | HARDEE SENIOR HIGH SCHOOL | 877 | | X | | 74.1 |

| LEA NUMBER | LEA NAME | LEA NCES ID NUMBER | SCHOOL NUMBER | SCHOOL NAME | SCHOOL NCES ID NUMBER | TIER I | TIER II | TIER III | NCLB GRADUATION RATE |
|------------|--------------|--------------------|---------------|-------------------------------------|-----------------------|--------|---------|----------|----------------------|
| 26 | HENDRY | 1200780 | 0201 | CLEWISTON HIGH SCHOOL | 2663 | | X | | 81.1 |
| 27 | HERNANDO | 1200810 | 0051 | HERNANDO HIGH SCHOOL | 890 | | X | | 79.9 |
| 27 | HERNANDO | 1200810 | 0251 | CENTRAL HIGH SCHOOL | 2604 | | X | | 79.2 |
| 29 | HILLSBOROUGH | 1200870 | 1521 | FRANKLIN MIDDLE MAGNET SCHOOL | 951 | X | | | |
| 29 | HILLSBOROUGH | 1200870 | 3004 | MIDDLETON HIGH SCHOOL | 3862 | X | | | 76.7 |
| 33 | JEFFERSON | 1200990 | 0021 | JEFFERSON COUNTY MIDDLE/HIGH SCHOOL | 1082 | X | | | 52.6 |
| 33 | JEFFERSON | 1200990 | 0111 | JEFFERSON COUNTY ELEM. SCHOOL | 1084 | | | X | |
| 35 | LAKE | 1201050 | 0161 | LEESBURG HIGH SCHOOL | 1097 | | X | | 79.4 |
| 37 | LEON | 1201110 | 0161 | AMOS P. GODBY HIGH SCHOOL | 1176 | X | | | 89.1 |
| 38 | LEVY | 1201140 | 0091 | WILLISTON HIGH SCHOOL | 1201 | | X | | 75.0 |
| 40 | MADISON | 1201200 | 0011 | MADISON COUNTY HIGH SCHOOL | 2212 | X | | | 77.9 |
| 40 | MADISON | 1201200 | 0041 | MADISON COUNTY CENTRAL SCHOOL | 3731 | | | X | |
| 48 | ORANGE | 1201440 | 0151 | MEMORIAL MIDDLE | 1367 | X | | | |
| 48 | ORANGE | 1201440 | 0671 | EVANS HIGH | 1404 | | X | | 75.7 |
| 48 | ORANGE | 1201440 | 0691 | OAK RIDGE HIGH | 1406 | | X | | 77.8 |
| 49 | OSCEOLA | 1201470 | 0041 | DISCOVERY INTERMEDIATE SCHOOL | 3633 | | | X | |
| 49 | OSCEOLA | 1201470 | 0251 | KISSIMMEE MIDDLE SCHOOL | 3097 | | | X | |
| 49 | OSCEOLA | 1201470 | 0601 | GATEWAY HIGH SCHOOL | 2476 | | X | | 83.9 |
| 49 | OSCEOLA | 1201470 | 0821 | PARKWAY MIDDLE SCHOOL | 2623 | | | X | |
| 49 | OSCEOLA | 1201470 | 0841 | POINCIANA HIGH SCHOOL | 2866 | | X | | 74.1 |
| 49 | OSCEOLA | 1201470 | 0902 | CELEBRATION HIGH SCHOOL | 4118 | | X | | 87.2 |
| 50 | PALM BEACH | 1201500 | 0691 | LAKE WORTH HIGH SCHOOL | 1516 | X | | | 80.2 |
| 50 | PALM BEACH | 1201500 | 1321 | ROSENWALD ELEMENTARY SCHOOL | 1547 | X | | | |
| 50 | PALM BEACH | 1201500 | 2301 | GLADES CENTRAL HIGH SCHOOL | 1541 | X | | | 77.4 |
| 51 | PASCO | 1201530 | 0931 | RIDGEWOOD HIGH SCHOOL | 1590 | | X | | 83.1 |
| 52 | PINELLAS | 1201560 | 0431 | BOCA CIEGA HIGH SCHOOL | 1605 | | X | | 76.3 |
| 52 | PINELLAS | 1201560 | 1031 | DIXIE M. HOLLINS HIGH SCHOOL | 1614 | | X | | 77.0 |
| 52 | PINELLAS | 1201560 | 1531 | GIBBS HIGH SCHOOL | 1624 | | X | | 80.6 |

| LEA NUMBER | LEA NAME | LEA NCES ID NUMBER | SCHOOL NUMBER | SCHOOL NAME | SCHOOL NCES ID NUMBER | TIER I | TIER II | TIER III | NCLB GRADUATION RATE |
|---------------|-----------|--------------------------|------------------|---------------------------------|-----------------------------|-----------|------------|-------------|----------------------------|
| 52 | PINELLAS | 1201560 | 2031 | LAKEWOOD HIGH SCHOOL | 1633 | | X | | 80.3 |
| 53 | POLK | 1201590 | 1521 | OSCAR J. POPE ELEMENTARY SCHOOL | 1783 | X | | | |
| 55 | ST. JOHNS | 1201740 | 0033 | ST. JOHNS TECHNICAL HIGH SCHOOL | 4194 | X | | | 68.5 |
| | | | | | Total: | 52 | 19 | 6 | |

APPENDIX C

Decision Tree for Selection of Intervention Model for Persistently Lowest-Achieving Schools



*"Improved Achievement" means improved school grade, increased percentage of AYP criteria met, or increased proficiency rates of the "total" AYP subgroup.

Other Factors to Consider:

Level of District Support - If the district provides a high level of instructional support, will improvements in achievement be sustainable after support is no longer provided?

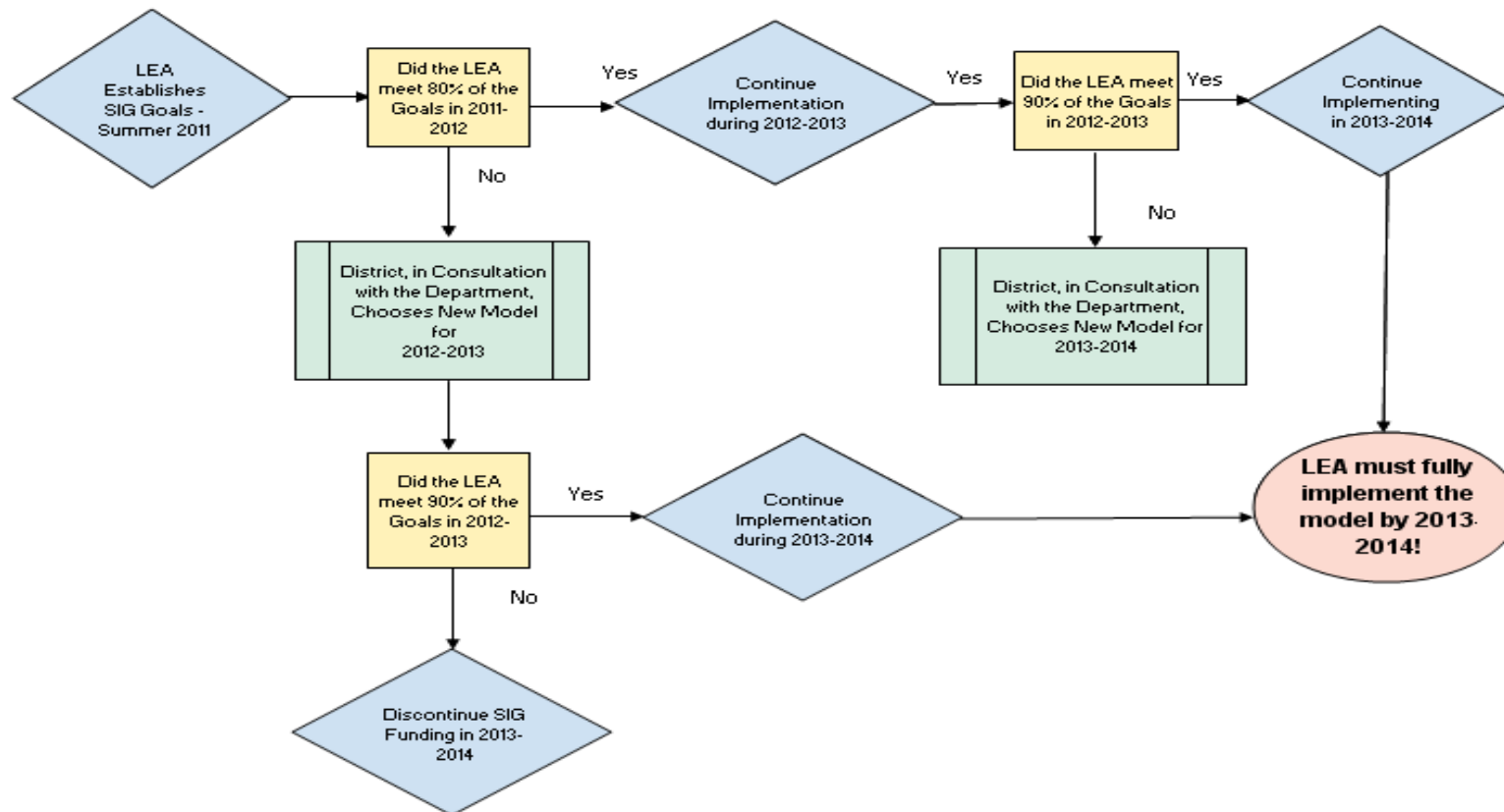
Supply of Qualified Staff - If the district does not have access to a pool of highly effective staff and has previously offered sufficient incentives to attract and retain staff, will the turnaround model be feasible?

Level of Improved Achievement - Did the school significantly increase student achievement in the last two years but saw only incremental growth in the last school year?

APPENDIX C (cont.)

Performance Expectations for Intervention Model

LEAs and schools will create annual goals for the following areas: school grade; overall AYP criteria met; proficiency rates for all students in reading, mathematics, science, and writing; learning gains in reading and mathematics; graduation rates; dropout rates; minutes via extending the learning day; student attendance rates; enrollment in advanced coursework, dual enrollment, and obtainment of industry certification; college enrollment rates; discipline referrals; suspensions; truancy rates; and teacher attendance.



APPENDIX D

SAMPLE OF SCORING RUBRIC

Example: Competitive Grant Point Range Guide for Reviewers

| | 5 Points Maximum | 10 Points 10 Points Maximum | 20 Points Maximum | 30 Points Maximum |
|---------------|-----------------------------|--|------------------------------|------------------------------|
| Excellent | 5 Points (5 = 100%) | 9 – 10 points (9 = 90%) | 18 – 20 points (18 = 90%) | 27 - 30 points (27 = 90%) |
| Very Good | 4 points (4 = 80%) | 8 points (8 = 80%) | 16 – 17 points (16 = 80%) | 24 - 26 points (24 = 80%) |
| Average | 3 points (3 = 60%) | 6 - 7 points (6 = 60%) | 12 – 15 points (12 = 60%) | 18 - 23 points (18 = 60%) |
| Below Average | 2 points (2 = 40%) | 4 – 5 points (4 = 40%) | 8 – 11 points (8 = 40%) | 12 - 17 points (12 = 40%) |
| Poor* | 0-1 points (1 = 20%) | 0 - 3 points (3 = 30%) | 0 – 7 points (7 = 35%) | 0 - 9 points (9 = 30%) |

*** Lack of a response merits a “0.”**

Some effort, no matter how poor, should merit a point or two, with strong comments on why that score was assigned.

Points for Each Narrative Component (0-100 Points)

| NARRATIVE COMPONENT | TOTAL ALLOTTED |
|-----------------------------------|-----------------------|
| Project Overview and Summary | Fixed Requirement |
| Project Need | 0-30 points |
| Project Design and Implementation | 0-30 points |
| Evaluation | 0-10 points |
| Support for Strategic Imperatives | Fixed Requirement |
| Dissemination Plan | 0-5 points |
| Sustainability | 0-5 points |
| Budget | 0-20 points |
| External Providers | Fixed Requirement |
| Total Points | 0-100 points |

Preference Points (0-3 points)

| POVERTY RATE* | TOTAL ALLOTTED |
|----------------------|-----------------------|
| 90 - 100% | 3 points |
| 85 – 89% | 2 points |
| 80 – 84 % | 1 points |
| Less than 80% | 0 points |

* FDOE will use 2010-2011 Survey 2 Student Demographics (Tentative, subject to change depending on quality of survey 2 data) to identify the poverty rate.

Recommended Funding Amounts:

Up to \$1,000,000 for schools with no more than 500 students

Up to \$1,500,000 for schools with no more than 750 students

Up to \$2,000,000 for schools with more than 750 students

Note: FDOE will use 2010-2011 Survey 2 Student Demographics (Tentative, subject to change depending on quality of survey 2 data) to identify the final counts of student enrollment.

| |
|---|
| 1. Project Abstract/Summary - Fixed Requirement |
| In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score. |
| Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component. |
| Narrative Section |
| Provide a short summary of the proposed project including general purpose, specific needs, goals, and brief overview of the project design. The Abstract/Summary must address each year of the three-year project period and align with the intended Funding Purpose/Priorities. |
| Criteria |
| The proposed project is described in a short summary, including general purpose, specific needs, goals, and a brief project design for each year of the three-year project period. |
| It is clear that the proposed project aligns with the intended Funding Purpose/Priorities. |
| FIXED REQUIREMENT - 0 POINTS |
| COMMENTS |
| Weaknesses: |
| Strengths: |

| |
|---|
| 2. Project Need - 30 Points |
| In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score. |
| Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component. |
| Narrative Section |
| A. SCHOOLS TO BE SERVED |
| Using the form for this portion of the proposal located in the online application; describe the need for the proposed project. The needs of each individual school will be analyzed according to the type of intervention selected. Provide ample supporting data as evidence in the School Level section of the School Statistic chart. |
| List each newly identified Tier I, Tier II, and Tier III school the LEA commits to serve. |
| Identify the intervention model that the LEA will use in each Tier I and Tier II school. |
| B. LEA CAPACITY |
| The LEA must describe the steps taken to analyze the needs of each Tier I and Tier II school identified in the application and to select an intervention model for each school. |
| <u>With a focus on district level</u> , clearly describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in this proposed project. Explain how the SIG funding is needed to assist with implementation in each of the nine (9) relevant areas listed below. |
| If any of the nine areas are adequately funded <u>without</u> the use of SIG funds, state which area(s) and show how the LEA has determined capacity for those area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions. |
| If an LEA does <u>not</u> currently have the capacity to serve all of the eligible Tier I and Tier II schools in the district, the LEA must sufficiently explain the lack of capacity. The explanation must address all relevant areas. Relevant areas are (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions. |
| C. CONSULT STAKEHOLDERS |
| The LEA must consult with relevant stakeholders, as appropriate, regarding the LEA's application and implementation of school intervention models in its Tier I and Tier II schools. Include the frequency and duration of communications and how the communications will occur. |
| Criteria |

| | | |
|--|----------------------------|-------------------|
| The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project. (A) | | |
| The Tier I and Tier II schools the applicant commits to serve and the model selected for each school are identified. (A) | | |
| The magnitude of the need for the services to be provided or the activities to be carried out is apparent. (B) | | |
| The proposed project focuses on the identified needs of the schools the LEA commits to serve. (B) | | |
| If applicable, the narrative adequately explains if any of the nine areas are adequately funded <u>without</u> the use of SIG funds, state which area(s) and show how the LEA has determined capacity for the area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions. | | |
| It is evident that the proposed project is focused on the schools with greatest needs. The narrative provides clear and convincing evidence of lack of adequate CAPACITY as related to: (1.) LEA staff, (2.) Technical expertise, (3.) Sufficient monetary resources, (4.) Technological infrastructure, (5.) Qualified staff, (6.) Ability to recruit external providers (including educational management companies), (7.) Ability to monitor implementation, (8.) Ability to provide sustained support to the lowest performing schools, and (9.) Any other organizational features necessary to implement and sustain the interventions. | | |
| The stakeholders are appropriate choices to provide input regarding the proposed project. (C) | | |
| The frequency, duration, and type of stakeholder communications are clearly explained and appear to be adequate. (C) | | |
| The need for the proposed project is strongly justified through supportive data. (C) | | |
| RATING | | |
| | Points | Percentage |
| Excellent | 27 - 30 | 27 = 90% |
| Very Good | 24 - 26 | 24 = 80% |
| Average | 18 - 23 | 18 = 60% |
| Below Average | 12 - 17 | 12 = 40% |
| Poor | 0 - 9 | 9 = 30% |
| TOTAL: | XX POINTS OUT OF 30 | |
| COMMENTS | | |
| Weaknesses: | | |
| Strengths: | | |

3. Project Design and Implementation - 30 Points

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

A. LEA LEVEL

The LEA must describe the LEA-level activities it has taken, or will take, to design and implement interventions consistent with the final requirements which are located here:
<http://www2.ed.gov/programs/sif/2010-27313.pdf>

If applicable, describe how the LEA will support school improvement activities for each Tier III school identified in the LEA's application.

Provide detailed rationales for implementing the chosen intervention models.

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable full and effective implementation of all proposed interventions.

Using the charts below for this portion of the proposal in the online application, provide the steps the LEA will take in planning and implementing the interventions in each Tier I and Tier II school. If applicable, provide the steps explaining how the LEA will support school improvement activities for each Tier III school identified in the LEA's application. Include use of the SIG funds for each year of the three year grant cycle, at the LEA level, to support Tier I, Tier II, and, if applicable, Tier III schools.

B. SCHOOL LEVEL

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

School Statistics - Tier I and II

Please provide the following data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

Proficiency Data (Reading, Math, Science, Writing) - Tier I and II

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

Strategies to Address Needs - TURNAROUND - Any school that is missing one or more of the required elements (*) on the appropriate checklist will be ineligible for review and funding consideration.

| | Missing (Zero) |
|---|----------------|
| Principal Replacement * | |
| High Quality Instructional Personnel * | |
| New Governance Structure * | |
| Performance Pay * | |
| Recruit, Place, and Retain Staff * | |
| Job-Embedded Professional Development * | |
| Professional Development * | |
| Response to Intervention/Instruction (Rtl) Model * | |
| Positive Behavior Support (PBS) Model * | |
| Extended Learning Opportunities * | |
| Instructional Reading, Mathematics, and Science Coaches * | |
| Use of Data to Identify and Implement Instructional Program * | |
| Continuous Use of Individualized Student Data * | |
| Social-Emotional and Community-Oriented Services and Supports * | |
| College and Career Ready Students * | |
| Family and Community Engagement * | |
| Parent Involvement | |
| Parent/Teacher Conferences | |
| Teacher Placement | |
| Full Day Prekindergarten Programs | |
| Strategies to Address Needs - TRANSFORMATION - Any school that is missing one or more of the required elements (*) on the appropriate checklist will be ineligible for review and funding consideration. | |
| | Missing (Zero) |
| Evaluation Systems * | |
| Performance Pay * | |
| Rewards * | |
| Recruit, Place, and Retain Staff * | |
| Job-embedded Professional Development * | |
| Professional Development * | |
| Response to Intervention/Instruction (Rtl) Mode * | |
| Early Warning System * | |
| Positive Behavior Support (PBS) * | |
| Instructional Reading, Mathematics, and Science Coaches * | |
| Principal Replacement * | |
| High Quality Instructional Personnel * | |
| Use of Data to Identify and Implement Instructional Program * | |
| Continuous Use of Individualized Student Data * | |
| Time for Instruction in Core Academic Subjects * | |
| Time for Instruction in Other Subjects and Enrichment Activities * | |
| Operating Flexibility * | |

| | |
|--|-----------------------|
| Technical Assistance and Related Support * | |
| College and Career Ready Students * | |
| Family and Community Engagement * | |
| Parental Involvement | |
| Parent/Teacher Conferences | |
| New Governance Structure | |
| Periodic Reviews of Curriculum | |
| Least Restrictive Environment | |
| Technology-Based Supports and Interventions | |
| Enrollment in Advanced Coursework | |
| Student Transition | |
| Increase Graduation Rates | |
| Common Planning Time | |
| Structure of Advisory Periods | |
| Specific Partnership(s) | |
| Full Day Prekindergarten Programs | |
| Strategies to Address Needs - RESTART - Any school that is missing one or more of the required elements (*) on the appropriate checklist will be ineligible for review and funding consideration. | |
| | Missing (Zero) |
| Date School will Close * | |
| Date New School Convert or Open * | |
| Receiver School * | |
| Name of School Operator * | |
| Review Process * | |
| Method of Communication to Parents and the Community * | |
| Organizational Oversight * | |
| Converted/Reopened Schools | |
| Success Record | |
| Accountability | |
| Family and Community Engagement (add) | |
| Summary | |
| Strategies to Address Needs - CLOSURE - Any school that is missing one or more of the required elements (*) on the appropriate checklist will be ineligible for review and funding consideration. | |
| | Missing (Zero) |
| Date School will Close * | |
| High-Achieving Receiver Schools (Identify/Select) * | |
| Reassignment of Low-Performing Teachers * | |
| Reassignment of Students * | |
| Monitor the Progress of Reassigned Students * | |
| Communications * | |
| Transition and/or Orientation Activities * | |
| Attendance Zone Changes * | |

| | | |
|--|---------------|-------------------|
| Family and Community Engagement | | |
| TIER III | | |
| Goals Established | | |
| LEA has aligned their goals provided the annual goals that hold its Tier III schools accountable to their School Improvement Plans (SIPs). | | |
| Criteria | | |
| The design of the proposed project aligns with, and will successfully address, the needs of the target population and/or other identified needs. (A) | | |
| The LEA level implementation activities appear to address the needs of the selected schools and are likely to result in school improvement. (A) | | |
| The timelines of LEA level activities are specific, realistic, and consistent with measurable objectives and outcomes. (A) | | |
| The LEA level activities are directly related to full and effective implementation of the selected intervention model. (A) | | |
| The LEA level activities are reasonable and necessary for implementation. (A) | | |
| The LEA level activities are likely to help improve student academic achievement. (A) | | |
| The LEA has provided the rationale for implementing the chosen intervention model. (A) | | |
| The described actions to modify the LEA's practices or policies are appropriate to effectively implement the interventions. (A) | | |
| The rationale for implementing the chosen intervention model in each school the LEA is committing to serve is logical and realistic. (B) | | |
| The annual goals for all applicable indicators show progress from year to year for all three years. (B) | | |
| The annual goals for all applicable school proficiency charts show reasonable gains from year to year for all three years. (B) | | |
| The school level implementation activities appear to address the needs of the selected schools and are likely to result in school improvement. (B) | | |
| The timelines of school level activities are specific, realistic, and consistent with measurable objectives and outcomes. (B) | | |
| The school level activities are directly related to full and effective implementation of the selected intervention model. (B) | | |
| The school level activities are reasonable and necessary for implementation. (B) | | |
| The school level activities are likely to help improve student academic achievement. (B) | | |
| The methodology reflects up-to-date knowledge from research and best practices. (A,B) | | |
| RATING | | |
| | Points | Percentage |
| Excellent | 27 - 30 | 27 = 90% |
| Very Good | 24 - 26 | 24 = 80% |
| Average | 18 - 23 | 18 = 60% |

| | | |
|-----------------------------------|---------|----------|
| Below Average | 12 - 17 | 12 = 40% |
| Poor | 0 - 9 | 9 = 30% |
| TOTAL: XX POINTS OUT OF 30 | | |
| COMMENTS | | |
| Weaknesses: | | |
| Strengths: | | |

4. Evaluation - 10 Points

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

Indicate what data will be collected to determine if the intervention implementation is effective and on track.

Explain the timelines for data collection, including the number of times data will be collected during each year of the funding cycle.

Describe how the data will be analyzed to determine if the proposed project is making acceptable progress towards meeting the projected goals.

Show how the LEA will report progress and adjustments to the School Improvement project.

Criteria

The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.

The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project.

The methods are likely to produce timely guidance for quality assurance.

The evaluation process is comprehensive and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.

The evaluation instruments are designed to effectively measure School Improvement program progress and success at the LEA level and for the schools the LEA commits to serve.

RATING

| | Points | Percentage |
|---------------|--------|------------|
| Excellent | 9 – 10 | 9 = 90% |
| Very Good | 8 | 8 = 80% |
| Average | 6-7 | 6 = 60% |
| Below Average | 4 – 5 | 4 = 40% |
| Poor | 0 - 3 | 3 = 30% |

TOTAL:

XX POINTS OUT OF 10

COMMENTS

Weaknesses:

Strengths:

5. Support for Strategic Plan - Fixed Requirement

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

Describe how the proposed SIG project will address the reading and math/science initiatives of the Department of Education.

Criteria

The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.

The proposed SIG project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.

FIXED REQUIREMENT - 0 POINTS

COMMENTS

Weaknesses:

Strengths:

6. Dissemination Plan - 5 Points

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

Describe the methods for disseminating information related to the activities and outcomes of the proposed project to participants and interested stakeholders.

Describe the methods for reporting student outcomes and School Improvement progress.

Indicate the target population(s) that each dissemination method addresses.

Describe the frequency of delivery for each dissemination method that will be utilized.

Indicate the duration for each of the dissemination methods.

Explain how the information will be shared in the home language(s) of parents.

Criteria

The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities, if/when indicated.

The methods or strategies used to share information about the SIG project, including student outcomes, are innovative.

The dissemination plan uses effective and realistic means to reach the targeted population(s).

The frequency of delivery for each dissemination method is described.

The dissemination plan includes information explaining that the home language of each participant will be available.

The dissemination plan reflects a thorough grasp of the proposed SIG project and the importance of sharing progress about the positive impact on the targeted population(s) and other interested stakeholders.

RATING

| | Points | Percentage |
|---------------|--------|------------|
| Excellent | 5 | 100% |
| Very Good | 4 | 80% |
| Average | 3 | 60% |
| Below Average | 2 | 40% |
| Poor | 0-1 | 1 = 20% |

TOTAL: XX POINTS OUT OF 5

COMMENTS

Weaknesses:

Strengths:

7. Sustainability - 5 Points

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

Show how the commitment to serve the schools selected for intervention can be sustained after the three year School Improvement Grant funding cycle expires.

Criteria

The applicant's explanation of how to sustain the interventions after the three year funding cycle expires is thorough, specific, and feasible.

It appears the steps for sustaining the school intervention activities can be implemented and are likely to be successful.

RATING

| | Points | Percentage |
|---------------|--------|------------|
| Excellent | 5 | 100% |
| Very Good | 4 | 80% |
| Average | 3 | 60% |
| Below Average | 2 | 40% |
| Poor | 0-1 | 1 = 20% |

TOTAL:

XX POINTS OUT OF 5

COMMENTS

Weaknesses:

Strengths:

8. Budget - 20 Points

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

The LEA must complete the chart identifying the funding amount and funding source used in addition to the SIG funding. The identified funding amounts and sources must align with the proposed expenditures from the LEA level and school level activity sections.

The budget (DOE 101) must be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school that the LEA commits to serve. It must cover the first-year award period.

Criteria

The chart with the funding and source other than SIG funds aligns with the proposed expenditures from the LEA level and school level activity sections.

The chart identifies the individual funding amounts, and the anticipated budget for the complete three year grant cycle.

The School Improvement Grant budget is thorough, specific, and supports the proposed project.

The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect School Improvement Grant project activities, objectives, and outcomes.

The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.

The justifications for expenditures are reasonable, clearly explained, and necessary for implementation.

Expenditures are directly related to full and effective implementation of the selected intervention model.

Expenditures address needs identified by the LEA.

Expenditures help improve student academic achievement.

RATING

| | Points | Percentage |
|-----------|--------|------------|
| Excellent | 18-20 | 18 = 90% |
| Very Good | 16-17 | 16 = 80% |

| | | |
|---------------|---------------------|----------|
| Average | 12-15 | 12 = 60% |
| Below Average | 8-11 | 8 = 40% |
| Poor | 0-7 | 7 = 35% |
| TOTAL: | XX POINTS OUT OF 20 | |
| COMMENTS | | |
| Weaknesses: | | |
| Strengths: | | |

9. External Providers - Fixed Requirement

In order for the overall LEA application to be deemed eligible for funding consideration, the entire scorable section of the application must receive a minimum of at least 70% of the total possible points (70/100 points). Each individual school plan will be evaluated according to the type of intervention selected. All required elements must be addressed. Any school receiving a ZERO (0) for one or more required elements is ineligible for funding consideration. When assigning the points for the narrative component #3 Project Design and Implementation, in addition to the LEA level information, the reviewer will take all school level information into consideration, except for any school receiving a ZERO (0) for one or more required elements. If an LEA commits to serve ONLY one school and this school receives a ZERO (0), this LEA will not receive funding. Preference points can only be awarded when a final base score of 70 or more is earned. Preference points will be assigned for each eligible school and added to the total score.

Depending on the number of LEAs submitting a response to the RFP and available funding, an LEA may be recommended for funding, yet one or more individual school plans may not be recommended for funding or may be recommended for a different amount of funding. The following criteria will be used by the reviewers to evaluate the LEA application representing this component.

Narrative Section

If applicable, address the ability to provide direct support and to contract with external providers. Describe the process and timelines for recruiting, screening, evaluating and selecting any external providers that will be used to provide support to the schools selected for intervention. The budget must be aligned with the costs involved for external providers.

Criteria

The timelines by which the LEA will recruit and screen providers ensures services will be in place by the beginning of the 2011-2012 school year

It is clear that the LEA analyzed the background data and performance history of the selected providers to ensure only those providers with proven track records of success working with low-performing schools are selected.

The budget aligns with the contracting costs for external providers.

FIXED REQUIREMENT - 0 POINTS

COMMENTS

Weaknesses:

Strengths:

APPENDIX E



FLORIDA DEPARTMENT OF EDUCATION

Request for Proposal (RFP) for Discretionary, Competitive Projects

Bureau/Office

Division of Public Schools/Bureau of Federal Educational Programs/Office of Title I Programs

Program Name

Title I School Improvement Fund [Section 1003(g)] FY 2010

Specific Funding Authority(ies)

Section 1003(g), PL 107-110, No Child Left Behind Act of 2001, Title I, Part A, CFDA#84.377A

Funding Purpose/Priorities

The purpose of Section 1003(g) School Improvement Grants (SIG) is to enhance Local Educational Agencies' (LEAs) capacity to implement comprehensive interventions that substantially improve achievement of their persistently lowest achieving schools.

The School Improvement Fund is to help ensure that the lowest-achieving schools are provided additional resources to meet their goals related to implementing chosen intervention models. A primary goal is to substantially raise the academic achievement of the students enrolled in the Tier I and Tier II schools that the LEAs commit to serve in response to this RFP.

Priority will be given to the LEAs demonstrating comprehensive analysis of the needs of each Tier I and Tier II school, and the LEA's capacity to use school improvement funds to provide adequate resources and related support to each of the Tier I and Tier II schools the LEA commits to serve with this funding. Funds will not be awarded to serve any Tier III schools unless and until all Tier I and Tier II schools across the state, that the LEAs commit to serve, are awarded funds and being served.

Target Population(s)

The target populations are the students enrolled in the persistently lowest-achieving schools in the state, defined as Title I schools in need of improvement, corrective action, or restructuring. This includes Title I eligible secondary schools that currently demonstrate the lowest proficiency rates in reading and

mathematics with all students, have demonstrated the lowest proficiency rates in reading and mathematics since 2002-2003 with all students, and have a graduation rate less than 60 percent.

Eligible Applicant(s)

Eligible Applicants are the LEAs with the persistently lowest-achieving schools in the state. The eligible LEAs are listed in Attachment A.

Application Due Date

March 30, 2011 at 11:59 p.m. EST- evidenced by:

- Clicking “submit” on the online application
- AND submitting the DOE 100 with the Superintendent’s Original signature to the FLDOE Office of Grants Management by

March 30, 2011 at 5:00 p.m. EST

325 West Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Facsimile and email submissions are not acceptable.

Total Funding Amount/Approximate Number of Awards

Up to \$2,000,000 per year for each participating school/ Number of awards is dependent on the number of schools, students to be served per school, and the selected intervention models.

The number of awards and the award amounts will be based on the number of quality proposals recommended through the peer review process. The Program Office and/or the Commissioner of the Florida Department of Education (FDOE) may recommend amounts greater or less than the amounts requested in the submitted proposals.

Recommended Funding Amounts:

FDOE will use **2010-2011 Survey 2 Student Demographics** (Tentative, subject to change depending on quality of survey 2 data) to identify the final counts of student enrollment in the schools selected for funding.

Up to \$1,000,000 for schools with no more than 500 students

Up to \$1,500,000 for schools with no more than 750 students

Up to \$2,000,000 for schools with more than 750 students

Eligible schools for which the **Closure** intervention model is selected are eligible to apply for no more than 50 percent of these listed funding amounts.

Matching Requirement

None

Budget/Program Performance Period

Budget Period: Upon approval of the FDOE Commissioner of Education through September 30, 2012.

Program Period: Upon approval of the FDOE Commissioner of Education through September 30, 2014.

Funding is available for a three-year project period. If available at the federal and state level, each subsequent year's funding will be decided upon satisfactory achievement of the previous year's project deliverables.

Federal programs: The project effective date will be the date that the application is received within FDOE in Substantially Approvable Form, or the effective date of the Federal Award Notification, whichever is later.

Contact Persons

Program Office Contact Contact

Anna Moore

Title I Director

850.245.0726

anna.moore@fldoe.org

Grants Management

Sue Wilkinson

Director

850.245.0712

sue.wilkinson@fldoe.org

Assurances

The Florida Department of Education developed and implemented a document entitled General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires Local Educational Agencies (LEAs) to submit a common assurance for participation in federal programs funded by the U.S. Department of Education (USDOE);
- Applicable regulations of other Federal agencies; and
- State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at: <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Narrative Components and Scoring Criteria

APPLICANTS MUST COMPLETE THE ONLINE APPLICATION BY PROVIDING THE INFORMATION REQUESTED IN EACH OF THE NARRATIVE COMPONENTS.

Detailed instructions for completing the online LEA application are found within the web-based system.

THE URL FOR THE ONLINE SCHOOL IMPROVEMENT GRANT (SIG) APPLICATION IS:

<http://www.fldoe.org/bsa/title1/parta-1003a-1003g.asp>

- The **Instructions** describe what the applicant is to include in each Narrative Component and the other required forms within the online application.
- Following the **Instructions**, within each Narrative Component, are ***Criteria***. *These are the bulleted, italicized statements used by proposal reviewers to assess and score each Narrative Component.*
- The standard scoring *Criteria* are based on a 100 point scale, with a minimum final base score of 70 points (70 percent) required for an application to be eligible for funding consideration.
- Reviewers will use only whole numbers when assigning scores.
- If earned, Preference Points can only be awarded after a minimum final base score of 70 points is achieved.
- Eligibility for Preference Points will be assessed by the Program Office following the completion of the proposal review and scoring process.

1. Project Abstract/Summary

FIXED REQUIREMENT

Instructions

Provide a short summary of the proposed project including general purpose, specific needs, goals, and brief overview of the project design. The Abstract/Summary must address each year of the three-year project period and align with the intended Funding Purpose/Priorities.

Criteria

- *The proposed project is described in a short summary, including general purpose, specific needs, goals, and a brief project design for each year of the three-year project period.*

- *It is clear that the proposed project aligns with the intended Funding Purpose/Priorities.*

2. Project Need

0 - 30 points

A. SCHOOLS TO BE SERVED

Instructions

Using the form for this portion of the proposal located in the online application; describe the need for the proposed project. The needs of each individual school will be analyzed according to the type of intervention selected. Provide ample supporting data as evidence in the School Level section of the School Statistic chart.

List each newly identified Tier I, Tier II, and Tier III school the LEA commits to serve. Identify the intervention model that the LEA will use in each Tier I and Tier II school. Check the box next to each of the schools selected. Identify the individual funding amounts and show the anticipated budget for the complete three-year grant cycle.

NOTE: An LEA with nine or more Tier I and Tier II schools cannot implement the transformation model in more than 50 percent of those schools. If selected for funding, an LEA may be awarded up to \$2,000,000 per year for each Tier I and Tier II school (depending on the population of each school and funding availability) which it commits to serve. The number of awards and the award amounts will be based on the number of quality proposals recommended through the peer review process.

When completing the online application, the information and data entered in the form below will automatically pre-populate the same online form located in the narrative component (#8): Budget. The completed table will **not** be scored in (#2): Project Need. It is for information purposes only. The contents of the table will be reviewed and incorporated as part of the overall score for narrative component (#8): Budget.

| School ID | School Name | Tier | Intervention | Year 2011-2012 | Year 2012- 2013 Budget | Year 2013- 2014 Budget | Three- Year Total |
|-----------|-------------|------|--------------|-------------------|---------------------------------|---------------------------------|-------------------------|
|-----------|-------------|------|--------------|-------------------|---------------------------------|---------------------------------|-------------------------|

| | | | | | | | | |
|----------------------|--|--|--|---------------|------------------------------|--|--|--|
| | | | | | Year 1 – Full Implementation | | | |
| | | | | | \$ | | | |
| | | | | Year 1 Total: | | | | |
| | | | | \$ | \$ | | | |
| | | | | Year 1 Total: | | | | |
| LEA-level Activities | | | | | | | | |
| Total Budget | | | | | | | | |

B. LEA CAPACITY

Instructions

The LEA must describe the steps taken to analyze the needs of each Tier I and Tier II school identified in the application and to select an intervention model for each school.

With a focus on district level, clearly describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in this proposed project. Explain how the SIG funding is needed to assist with implementation in each of the nine (9) relevant areas listed below.

If any of the nine areas are adequately funded without the use of SIG funds, state which area(s) and show how the LEA has determined capacity for those area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.

If an LEA does not currently have the capacity to serve all of the eligible Tier I and Tier II schools in the district, the LEA must sufficiently explain the lack of capacity. The explanation must address all relevant areas. Relevant areas are (1) LEA staff, (2) Technical expertise, (3) Sufficient

monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.

NOTE: Do not include assessment of capacity for Tier III schools. If all Tier I and Tier II schools in the district will be served, enter N/A in the appropriate cell in the online application.

C. CONSULT STAKEHOLDERS

The LEA must consult with relevant stakeholders, as appropriate, regarding the LEA's application and planned implementation of school intervention models in its Tier I and Tier II schools. Include the frequency and duration of communications and how the communications will occur.

Criteria

- *The magnitude or severity of the problem is evident, compelling, and clearly linked to the outcome(s) of the proposed project.*
- *The Tier I and Tier II schools the applicant commits to serve and the models selected for each school are identified.*
- *The magnitude of the need for the services to be provided or the activities to be carried out is apparent.*
- *The proposed project focuses on the identified needs of the schools the LEA commits to serve.*
- *If applicable, the narrative adequately explains if any of the nine areas are adequately funded without the use of SIG funds, state which area(s) and show how the LEA has determined capacity for the area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.*
- *It is evident that the proposed project is focused on the schools with greatest needs. The narrative provides clear and convincing evidence of lack of adequate CAPACITY as related to: (1.) LEA staff, (2.) Technical expertise, (3.) Sufficient monetary resources, (4.) Technological infrastructure, (5.) Qualified staff, (6.) Ability to recruit external providers (including educational management companies), (7.) Ability to monitor implementation, (8.) Ability to provide sustained support to the lowest performing schools, and*

(9.) Any other organizational features necessary to implement and sustain the interventions.

- The stakeholders are appropriate choices to provide input regarding the proposed project.
- The frequency, duration, and type of stakeholder communications are clearly explained and appear to be adequate.
- The need for the proposed project is strongly justified through supportive data.

3. Project Design and Implementation

0 - 30 points

A. LEA LEVEL

Instructions

The LEA must describe the LEA-level activities it has taken, or will take, to design and implement interventions consistent with the final requirements which are located here:

<http://www2.ed.gov/programs/sif/2010-27313.pdf>

If applicable, describe how the LEA will support school improvement activities for each Tier III school identified in the LEA's application.

NOTE: If no Tier III schools are selected to be served, enter N/A in the appropriate cell in the online application.

Provide detailed rationales for implementing the chosen intervention models.

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable full and effective implementation of all proposed interventions.

Using the charts below for this portion of the proposal in the online application, provide the steps the LEA will take in planning and implementing the interventions in each Tier I and Tier II school. If applicable, provide the steps explaining how the LEA will support school improvement activities for each Tier III school identified in the LEA's application. Include use of the SIG funds for each year of the three year grant cycle, at the LEA level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: As stated in Narrative Component (#8): Budget, an LEA's budget must cover the first-year award period with continuation award in years two and three coming from subsequent SIG appropriations. The budget

must be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

| Pre-Implementation Period - Specific Intervention Model or Tier III | | | | | | |
|---|----------------|----------------------|--------------------|----------|--|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | | Delete |

| 2011-2012 - Specific Intervention Model or Tier III | | | | | | | |
|---|----------------|----------------------|--------------------|----------|----------------|--------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount | Delete |

| 2012-2013 - Specific Intervention Model or Tier III | | | | | | | |
|---|----------------|----------------------|--------------------|----------|----------------|--------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount | Delete |

| 2013-2014 - Specific Intervention Model or Tier III | | | | | | | |
|---|----------------|----------------------|--------------------|----------|----------------|--------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount | Delete |

B. SCHOOL LEVEL

Rationale for Implementing the Chosen Intervention Model

Instructions

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

School Statistics

| | | | | Annual Goals | | |
|-------|---|-------------------|------------------|--------------|-----------|-----------|
| count | Metric | Most Current Data | Data Source/Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 1 | School Grade | | | | | |
| 2 | AYP status | | | | | |
| 3 | AYP targets the school met | | | | | |
| 4 | Number of minutes within the school year* | | | | | |
| 5 | Increased learning time* | | | | | |
| 6 | Percent of the lowest 25% making | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | learning gains in reading | | | | | |
| 7 | Percent of the lowest 25% making learning gains in mathematics | | | | | |
| 8 | Percentage of students (total) scoring at proficiency level in reading | | | | | |
| 9 | Percentage of students (total) scoring at proficiency level in mathematics | | | | | |
| 10 | Percentage of students (total) scoring at proficiency level in science | | | | | |
| 11 | Percentage of students (total) scoring at proficiency level in writing | | | | | |
| 12 | Graduation rate (NCLB) | | | | | |
| 13 | Dropout rate | | | | | |
| 14 | Student attendance rate | | | | | |
| 15 | Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 16 | Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 17 | College enrollment rates | | | | | |
| 18 | Discipline referrals | | | | | |
| 19 | Number of students who received out-of-school suspensions | | | | | |
| 20 | Number of students who received in-school suspensions | | | | | |
| 21 | Number of out-of-school suspensions | | | | | |
| 22 | Number of in-school suspensions | | | | | |
| 23 | Percentage of truant students | | | | | |
| 24 | Distribution of teachers by performance level on LEA's teacher evaluation system | | | | | |
| 25 | Teacher attendance rate | | | | | |

NOTE: A blank cell indicates no test results were reported and no annual goals need to be generated (except for indicators 4, 22, 23). If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **READING**

| READING | | | | Annual Goals | | |
|---------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **MATH**

| MATH | | | | Annual Goals | | |
|-------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **SCIENCE**

| SCIENCE | | | | Annual Goals | |
|---------|---|-------------------|-----------|--------------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **WRITING**

| WRITING | | | | Annual Goals | |
|---------|---|-------------------|-----------|--------------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

Strategies to Address Needs

Instructions

Using the forms for this portion of the proposal in the online application, describe the scope of work for **each** Tier I and Tier II school selected for intervention. Include the planning and implementation steps, person responsible, timeline, and funding source. Show how SIG funds will be used, at the school level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: Each school that the LEA commits to serve in the proposed project must include all **required elements** of the selected intervention model. The four Intervention Model Checklists are found in **Attachment B** of this RFP.

Any school that is missing one or more of the required elements on the appropriate checklist will be ineligible for review and funding consideration.

Criteria

- *The design of the proposed project aligns with, and will successfully address, the needs of the target population and/or other identified needs. (A)*
- *The LEA level implementation activities appear to address the needs of the selected schools and are likely to result in school improvement. (A)*
- *The timelines of LEA level activities are specific, realistic, and consistent with measurable objectives and outcomes. (A)*
- *The LEA level activities are directly related to full and effective implementation of the selected intervention model. (A)*
- *The LEA level activities are reasonable and necessary for implementation. (A)*
- *The LEA level activities are likely to help improve student academic achievement. (A)*
- *The LEA has provided the rationale for implementing the chosen intervention model. (A)*
- *The described actions to modify the LEA's practices or policies are appropriate to effectively implement the interventions. (A)*
- *The rationale for implementing the chosen intervention model in each school the LEA is committing to serve is logical and realistic. (B)*

- *The annual goals for all applicable indicators show progress from year to year for all three years. (B)*
- *The annual goals for all applicable school proficiency charts show reasonable gains from year to year for all three years. (B)*
- *The school level implementation activities appear to address the needs of the selected schools and are likely to result in school improvement. (B)*
- *The timelines of school level activities are specific, realistic, and consistent with measurable objectives and outcomes. (B)*
- *The school level activities are directly related to full and effective implementation of the selected intervention model. (B)*
- *The school level activities are reasonable and necessary for implementation. (B)*
- *The school level activities are likely to help improve student academic achievement. (B)*
- *The methodology reflects up-to-date knowledge from research and best practices. (A,B)*

4. Evaluation

0 - 10 points

Instructions

Indicate what data will be collected to determine if the intervention implementation is effective and on track.

Explain the timelines for data collection, including the number of times data will be collected during each year of the funding cycle.

Describe how the data will be analyzed to determine if the proposed project is making acceptable progress towards meeting the projected goals.

Show how the LEA will report progress and adjustments to the School Improvement project.

Criteria

- *The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.*
- *The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.*
- *The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project.*
- *The methods are likely to produce timely guidance for quality assurance.*

- *The evaluation process is comprehensive and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.*
- *The evaluation instruments are designed to effectively measure program progress and success at the LEA level and for the schools the LEA commits to serve.*

5. Support for Strategic Plan

FIXED REQUIREMENT

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL:

http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Describe how the proposed SIG project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida

URL: <http://www.justreadflorida.com/>

Math/Science Initiative

URL: <http://www.fldoestem.org/center13.aspx>

Criteria

- *The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.*
- *The proposed SIG project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.*

6. Dissemination Plan

0 - 5 points

Instructions

Describe the methods for disseminating information related to the activities and outcomes of the proposed project to participants and interested stakeholders.

Describe the methods for reporting student outcomes and School Improvement progress.

Indicate the target population(s) that each dissemination method addresses.

Describe the frequency of delivery for each dissemination method that will be utilized.

Indicate the duration for each of the dissemination methods.

Explain how the information will be shared in the home language(s) of parents.

Criteria

- *The applicant's dissemination plan will use effective and realistic means to reach the appropriate audiences, including the target population(s), the local community, and other organized entities, if/when indicated.*
- *The methods or strategies used to share information about the SIG project, including student outcomes, are innovative.*
- *The dissemination plan uses effective and realistic means to reach the targeted population(s).*
- *The frequency of delivery for each dissemination method is described.*
- *The dissemination plan explains how information will be shared in the home language(s) of the parents.*
- *The dissemination plan reflects a thorough grasp of the proposed SIG project and the importance of sharing progress about the positive impact on the targeted population(s) to participants and other interested stakeholders.*

7. Sustainability

0 - 5 points

Instructions

Show how the commitment to serve the schools selected for intervention can be sustained after the three year School Improvement Grant funding cycle expires.

Criteria

- *The applicant's explanation of how to sustain the interventions after the three year funding cycle expires is thorough, specific, and feasible.*
- *It appears the steps for sustaining the school intervention activities can be implemented and are likely to be successful.*

8. Budget

0 - 20 points

Instructions

The LEA must complete the chart identifying the funding amount and funding source used in addition to the SIG funding. The identified funding amounts and sources must align with the proposed expenditures from the LEA level and school level activity sections.

| Funding Sources Other than SIG | Funding Amount |
|--------------------------------|----------------|
| | |

Pre-populated chart from Project Needs section

The data in the form below has been automatically pre-populated from form (#2) Project Need and should list:

- Each Tier I, Tier II, and Tier III school the LEA commits to serve
- The intervention models
- The anticipated funding for year one, year two, and year three

| School ID | School Name | Tier | Intervention | Year 2011-2012 | | Year 2012-2013 Budget | Year 2013-2014 Budget | Three-Year Total |
|----------------------|-------------|------|--------------|----------------|------------------------------|-----------------------|-----------------------|------------------|
| | | | | | Year 1 – Full Implementation | | | |
| | | | | | \$ | | | |
| | | | | Year 1 Total: | | | | |
| | | | | \$ | \$ | | | |
| | | | | Year 1 Total: | | | | |
| LEA-level Activities | | | | | | | | |
| Total Budget | | | | | | | | |

Instructions

The budget (DOE 101) must be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school that the LEA commits to serve. It must cover the first-year award period.

DOE 100

Criteria

- *The chart with the funding and sources other than SIG funds aligns with the proposed expenditures from the LEA level and school level activity sections .*
- *The chart identifies the individual funding amounts, and shows the anticipated budget for the complete three year grant cycle.*
- *The School Improvement Grant budget is thorough, specific, and supports the proposed project.*
- *The proposed project budget presents expenses that are allowable, realistic, accurate, and clearly relate to and reflect School Improvement Grant project activities, objectives, and outcomes.*
- *The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*
- *The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*
- *The required personnel, professional and technical services, and/or travel for the proposed project are clearly and adequately explained.*
- *The justifications for expenditures are reasonable, clearly explained, and necessary for implementation.*
- *Expenditures are directly related to full and effective implementation of the selected intervention models.*
- *Expenditures address needs identified by the LEA.*
- *Expenditures help improve student academic achievement.*

9. External Providers

FIXED REQUIREMENT

Instructions

If applicable, address the ability to provide direct support and to contract with external providers. Describe the process and timelines for recruiting, screening, evaluating and selecting any external providers that will be used to provide support to the schools selected for intervention. The budget must be aligned with the costs involved for external providers.

NOTE: If external providers will not be utilized, enter N/A in the appropriate cell in the online application.

Criteria

- *The timelines by which the LEA will recruit and screen providers ensures services will be in place by the beginning of the 2011-2012 school year.*
- *It is clear that the LEA analyzed the background data and performance history of the selected providers to ensure only those providers with proven track records of success working with low-performing schools are selected.*
- *The budget aligns with the contracting costs for external providers.*

10. Preference Points

0 - 3 points

Preference points will be assigned by the Program Office following the completion of the peer review and scoring process. Proposed School Improvement Grant projects must receive a final base score of at least 70 points (70%) to be eligible for funding consideration and to be assessed for Preference points. FDOE will use **2010-2011 Survey 2 Student Demographics** (Tentative, subject to change depending on quality of survey 2 data) to identify the poverty rate.

Instructions

An LEA may be awarded Preference points for the following:

Poverty Rate (max. 3 points)
 90 - 100% - 3 points
 85 – 89% - 2 points
 80 – 84 % - 1 point
 Less than 80% - 0 points

Funding Method(s)

CARDS - Cash Advance and Reporting of Disbursements System – Web-Based Reporting required monthly to record expenditures. Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the **CARDS - Cash Advance and Reporting of Disbursements System**. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the **CARDS System**.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: payroll records, contracts, invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Funded projects and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.

URL: <http://www.fl DOE.org/comptroller/gbook.asp>

The project award notification (DOE 200) will indicate:

- Project budget
- Program periods
- Timelines:
 - Last date for receipt of proposed budget
 - Program amendments
 - Incurring expenditures and issuing purchase orders
 - Liquidating all obligations
 - Submitting final disbursement reports.

Project recipients do not have the authority to report expenditures before or after these specified dates.

Allowable Expenses: Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable Expenses: Project funds may not be used to supplant existing programs and/or funding. Purchase of food is not allowable except, when certain conditions are met, for parent involvement activities.

Administrative Costs including Indirect Costs: For Federally funded projects, indirect costs are capped at the applicant's approved negotiated rate.

Grants Fiscal Management Training Requirement

Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs), and other private not-for-profit organizations that are recipients or sub-recipients of FDOE grants are required to participate, annually, in Grants Fiscal Management Training offered by the FDOE. Failure to obtain the training can have a negative impact on the ability of the Florida Department of Education to provide future funding to the organization.

Project Performance Accountability and Reporting Requirements

The Department's EDFact's coordinator reports annually a specific EDFact's Data Group that corresponds with each SIG metric of the grant application.

Notice of Intent-to-Apply

The due date to notify the Program Office [*e-mail: sig@fldoe.org*] of Intent-to-Apply is **March 10, 2011**.

This notification is sent as an e-mail and should include a return e-mail address. Providing the Intent-to-Apply is not required for an application to be considered, but assists the applicant by assuring receipt of answers to Frequently Asked Questions and competition updates. Conversely, eligible organizations which file Intent-to-Apply are not required to submit an application.

Method of Answering Frequently Asked Questions (FAQs) or Providing Changes

All Frequently Asked Questions will be posted on the Program Office website no later than **March 29, 2011**.

Frequently Asked Questions will be answered by uploading them to the bureau's web site at <http://www.fldoe.org/bsa/title1/parta-1003a-1003g.asp>.

The last date that questions will be answered is **March 25, 2011 at 12:00p.m. EST**.

Method of Review

A peer review process will be used to evaluate the 1003 (g) SIG competitive proposals. Reviewers are selected to reflect a balance of backgrounds, experience, race, ethnicities, and geographic locations within Florida and, when applicable, around the country.

Project proposals are screened by FDOE program staff to ensure that federal regulations and state requirements (as conditions for acceptance) in the RFP are addressed (see next section for conditions).

Proposals that meet all state and federal requirements are evaluated and scored according to the following process:

- Each proposal meeting the conditions for acceptance is reviewed and scored by five qualified and trained reviewers who are educational professionals and other qualified stakeholders from Florida and, if applicable, around the country.
- The highest and lowest scores of the five scores given for each proposal will not be used to calculate a final score for proposal ranking purposes. The three middle scores for each proposal will be averaged to determine the final base score.
- The following rounding rule for the decimals apply:

The second decimal number is the rounding digit. If that second digit is 4, 3, 2, or 1, all digits to the right of the second decimal number will be dropped. If that second digit is 5, 6, 7, 8, or 9 one will be added to the rounding digit and all digits to the right of it will be dropped.

- The Program Office ranks the proposals in order from highest to lowest score.
- FDOE staff will review recommended proposals for compliance with the programmatic and fiscal policies of the project.
- Awards are subject to the availability of funds.
- Proposals with a final base score of less than 70 are not eligible for funding consideration.
- If earned, Preference Points can only be awarded after a minimum final base score of 70 points is achieved.
- Eligibility for Preference Points will be assessed by the Program Office following the completion of the proposal review and scoring process.

Conditions for Acceptance/Substantially Approvable Form

The requirements listed below **must** be met for applications to be considered in Substantially Approvable form and thus eligible for review:

- Application is received within FDOE no later than the close of business on the due date.
- Application includes required forms:
 - 100A Application Form bearing the original signature of the Superintendent for the school district or the agency head for other agencies.

NOTE: Applications signed by officials other than the appropriate agency head **must** have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official.

- DOE 101- Budget Narrative.
- By completing the assurance pages, the LEA verifies the “General Assurances for Participation in Federal and State Programs,” is already on file in the FDOE Comptroller’s Office.

Other Requirements

For Federal Programs

General Education Provisions Act (GEPA)

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one page summary description of the plan proposed by the District or other entity to

ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

For details, refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Technical/Formatting and Other Application Submission Requirements

- One original with signature and date on DOE 100.
- Do not staple the original hardcopy application.
- Do not bind the original hardcopy application.
- Use only one side of the paper, do not duplex.
- Use 12 pt Arial or Times New Roman font for the original hardcopy.

Application must be submitted to:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 332)
Tallahassee, Florida 32399-0400**

APPENDIX A of RFP
SCHOOLS ELIGIBLE FOR FY 2010 SIG 1003 (G) FUNDS

| DISTRICT | DISTRICT NAME | SCHOOL | SCHOOL NAME | SIG TIER I | SIG TIER II | SIG TIER III |
|----------|---------------|--------|--------------------------------------|------------------|-------------------|--------------------|
| 06 | BROWARD | 0271 | DILLARD ELEMENTARY SCHOOL | X | | |
| 06 | BROWARD | 0321 | WALKER ELEMENTARY SCHOOL (MAGNET) | X | | |
| 06 | BROWARD | 1191 | NORTH FORK ELEMENTARY SCHOOL | X | | |
| 06 | BROWARD | 1611 | MARTIN LUTHER KING ELEMENTARY SCHOOL | X | | |
| 06 | BROWARD | 2231 | NORTH LAUDERDALE ELEMENTARY | X | | |
| 06 | BROWARD | 5171 | IMAGINE CHARTER/N LAUDERDALE | X | | |
| 13 | DADE | 0081 | LENORA BRAYNON SMITH ELEMENTARY | X | | |
| 13 | DADE | 4401 | KELSEY L. PHARR ELEMENTARY SCHOOL | X | | |
| 13 | DADE | 5931 | PHYLLIS WHEATLEY ELEMENTARY SCHOOL | X | | |
| 13 | DADE | 6011 | ALLAPATTAH MIDDLE SCHOOL | X | | |
| 13 | DADE | 6361 | JOSE DE DIEGO MIDDLE SCHOOL | X | | |
| 13 | DADE | 6391 | MADISON MIDDLE SCHOOL | X | | |
| 13 | DADE | 6721 | PARKWAY MIDDLE COMMUNITY SCHOOL | X | | |
| 13 | DADE | 8119 | THE 500 ROLE MODEL ACADEMY | X | | |
| 16 | DUVAL | 0931 | PINEDALE ELEMENTARY SCHOOL | X | | |
| 16 | DUVAL | 1021 | SCHOOL OF SUCCESS ACADEMY-SOS | X | | |
| 16 | DUVAL | 2121 | JEAN RIBAUTL MIDDLE SCHOOL | X | | |
| 17 | ESCAMBIA | 0361 | MONTCLAIR ELEMENTARY SCHOOL | X | | |
| 17 | ESCAMBIA | 0572 | C. A. WEIS ELEMENTARY SCHOOL | X | | |
| 20 | GADSDEN | 0041 | GEORGE W. MUNROE ELEMENTARY SCHOOL | X | | |
| 20 | GADSDEN | 0151 | CHATTAHOOCHEE ELEMENTARY SCHOOL | X | | |
| 29 | HILLSBOROUGH | 0282 | JUST ELEMENTARY | X | | |
| 29 | HILLSBOROUGH | 3041 | MILES ELEMENTARY SCHOOL | X | | |
| 29 | HILLSBOROUGH | 4601 | WASHINGTON ELEMENTARY SCHOOL | X | | |
| 33 | JEFFERSON | 0022 | CARE CHARTER SCHOOL OF EXCELLENCE | X | | |
| 37 | LEON | 0291 | R. FRANK NIMS MIDDLE SCHOOL | X | | |
| 40 | MADISON | 0091 | GREENVILLE ELEMENTARY SCHOOL | X | | |

| | | | | | | |
|----|--------------|------|---|---|---|--|
| 41 | MANATEE | 2102 | PAL ACADEMY CHARTER MIDDLE SCHOOL | X | | |
| 42 | MARION | 0581 | EVERGREEN ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 1401 | WEST RIVIERA ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 2371 | PIONEER PARK ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 2401 | BELLE GLADE ELEMENTARY SCHOOL | X | | |
| 50 | PALM BEACH | 2591 | PLEASANT CITY ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 1211 | FAIRMOUNT PARK ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 2021 | LAKEWOOD ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 4931 | WOODLAWN ELEMENTARY SCHOOL | X | | |
| 52 | PINELLAS | 7211 | IMAGINE CHARTER SCHOOL | X | | |
| 01 | ALACHUA | 0411 | PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL | | X | |
| 06 | BROWARD | 0422 | SUNSET SCHOOL | | X | |
| 06 | BROWARD | 0592 | HALLANDALE ADULT/COMMUNITY CTR | | X | |
| 06 | BROWARD | 0601 | SEAGULL SCHOOL | | X | |
| 06 | BROWARD | 1752 | WHISPERING PINES SCHOOL | | X | |
| 06 | BROWARD | 3222 | CROSS CREEK SCHOOL | | X | |
| 06 | BROWARD | 3651 | DAVE THOMAS EDUCATION CENTER | | X | |
| 09 | CITRUS | 0201 | CREST SCHOOL | | X | |
| 10 | CLAY | 0111 | R. C. BANNERMAN LEARNING CENTER | | X | |
| 11 | COLLIER | 9008 | NAPLES AREA TEENAGE PARENTING | | X | |
| 13 | DADE | 7030 | SCHOOL FOR INTEGRATED ACADEMIC (NORTH CAMPUS) | | X | |
| 14 | DESOTO | 0291 | DESOTO CONNECTIONS | | X | |
| 26 | HENDRY | 0401 | LABELLE YOUTH DEVE. ACADEMY | | X | |
| 27 | HERNANDO | 0331 | STAR EDUCATION CENTER | | X | |
| 29 | HILLSBOROUGH | 0363 | WATERS CAREER CENTER | | X | |
| 29 | HILLSBOROUGH | 4154 | SOUTH COUNTY CAREER CENTER | | X | |
| 29 | HILLSBOROUGH | 4155 | BOWERS-WHITLEY CAREER CENTER | | X | |
| 31 | INDIAN RIVER | 0033 | ALTERNATIVE CTR FOR EDUCATION | | X | |
| 35 | LAKE | 9018 | ALEE ACADEMY CHARTER SCHOOL | | X | |
| 36 | LEE | 4101 | RICHARD MILBURN ACADEMY | | X | |
| 36 | LEE | 4212 | LIFE SKILLS CENTER | | X | |
| 36 | LEE | 4235 | LEE ALTERNATIVE CHARTER HIGH SCHOOL | | X | |
| 36 | LEE | 4242 | NORTH NICHOLAS HIGH SCHOOL | | X | |
| 36 | LEE | 4251 | CORONADO HIGH SCHOOL | | X | |

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| 37 | LEON | 1411 | LIFE SKILLS CENTER | | X | |
| 38 | LEVY | 0023 | HILLTOP ALTERNATIVE SCHOOL | | X | |
| 46 | OKALOOSA | 9800 | OKALOOSA ACADEMY | | X | |
| 48 | ORANGE | 0040 | LIFE SKILLS CHARTER | | X | |
| 48 | ORANGE | 0084 | SHEELER HIGH CHARTER | | X | |
| 48 | ORANGE | 0085 | CHANCERY HIGH CHARTER | | X | |
| 48 | ORANGE | 0120 | ALOMA HIGH CHARTER | | X | |
| 48 | ORANGE | 0123 | DROP BACK IN | | X | |
| 48 | ORANGE | 0128 | UNIVERSAL EDUCATION CENTER | | X | |
| 49 | OSCEOLA | 9011 | CHALLENGER | | X | |
| 52 | PINELLAS | 0251 | BAYSIDE HIGH SCHOOL | | X | |
| 52 | PINELLAS | 7731 | LIFE SKILLS CENTER NORTH | | X | |
| 53 | POLK | 1591 | MAYNARD A. TRAVISS CAREER CENTER | | X | |
| 53 | POLK | 1691 | RIDGE CAREER CENTER | | X | |
| 53 | POLK | 8146 | LIFE SKILLS CENTER POLK COUNTY EAST | | X | |
| 54 | PUTNAM | 0321 | ELEANOR H. MILLER SCHOOL | | X | |
| 56 | ST. LUCIE | 0162 | PERFORMANCE BASED DIPLOMA PROG | | X | |
| 56 | ST. LUCIE | 5071 | DROP BACK IN ACADEMY | | X | |
| 57 | SANTA ROSA | 8001 | LEARNING ACADEMY OF SANTA ROSA | | X | |
| 58 | SARASOTA | 0293 | OAK PARK SCHOOL | | X | |
| 58 | SARASOTA | 0294 | TRIAD | | X | |
| 62 | TAYLOR | 0131 | TAYLOR CO AREA VOC-TECH/ADULT | | X | |
| 65 | WAKULLA | 0022 | ALTERNATIVE HIGH SCHOOL PROGRAM | | X | |
| 01 | ALACHUA | 0031 | J. J. FINLEY ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0041 | STEPHEN FOSTER ELEMENTARY SCHL | | | X |
| 01 | ALACHUA | 0052 | A.QUINN JONES/EXCEP.STUD.CTR. | | | X |
| 01 | ALACHUA | 0071 | LAKE FOREST ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0091 | LITTLEWOOD ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0101 | W. A. METCALFE ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0111 | JOSEPH WILLIAMS ELEM. SCHOOL | | | X |
| 01 | ALACHUA | 0161 | ALACHUA ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0171 | ARCHER ELEMENTARY | | | X |
| 01 | ALACHUA | 0281 | CHESTER SHELL ELEMENTARY SCHL | | | X |
| 01 | ALACHUA | 0291 | WALDO COMMUNITY SCHOOL | | | X |

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| 01 | ALACHUA | 0311 | MYRA TERWILLIGER ELEM. SCHOOL | | | X |
| 01 | ALACHUA | 0321 | IDYLVILD ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0331 | GLEN SPRINGS ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0412 | HORIZON CTR. ALTERNATIVE SCHL | | | X |
| 01 | ALACHUA | 0531 | NEWBERRY ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0541 | C. W. NORTON ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0571 | W. W. IRBY ELEMENTARY SCHOOL | | | X |
| 01 | ALACHUA | 0951 | MICANOPY AREA COOPERATIVE SCHOOL, INC. | | | X |
| 01 | ALACHUA | 0958 | GENESIS PREPARATORY SCHOOL | | | X |
| 06 | BROWARD | 0011 | DEERFIELD BEACH ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0021 | POMPANO BEACH MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0031 | OAKLAND PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0041 | NORTH SIDE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0101 | DANIA ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0151 | RIVERLAND ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0161 | WEST HOLLYWOOD ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0191 | WILTON MANORS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0221 | CROISSANT PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0231 | COLBERT ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0251 | SUNRISE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0331 | COLLINS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0341 | BETHUNE MARY M ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0343 | ATTUCKS MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0391 | DEERFIELD PARK ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 0431 | LAUDERDALE MANORS ELEMENTARY | | | X |
| 06 | BROWARD | 0461 | OAKRIDGE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0471 | OLSEN MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0481 | MCNICOL MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0521 | NORTH ANDREWS GARDENS ELEM. | | | X |
| 06 | BROWARD | 0551 | PLANTATION MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0571 | TEDDER ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0581 | MARGATE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0631 | WESTWOOD HEIGHTS ELEMENTARY | | | X |
| 06 | BROWARD | 0691 | STIRLING ELEMENTARY SCHOOL | | | X |

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| 06 | BROWARD | 0701 | PARKWAY MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0711 | ORANGE BROOK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0751 | POMPANO BEACH ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 0761 | MEADOWBROOK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0831 | LAKE FOREST ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0861 | DRIFTWOOD MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0881 | NEW RIVER MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0891 | SANDERS PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0901 | CRESTHAVEN ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0911 | DEERFIELD BEACH MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 0921 | STEPHEN FOSTER ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 0931 | PETERS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 0941 | PLANTATION ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1011 | HENRY D. PERRY MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1071 | WILLIAM DANDY MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1091 | LLOYD ESTATES ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 1171 | SUNSHINE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1321 | SHERIDAN PARK ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 1381 | LAUDERHILL PAUL TURNER ELEM. | | | X |
| 06 | BROWARD | 1391 | LAUDERHILL MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1461 | CASTLE HILL ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1621 | VILLAGE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1641 | FAIRWAY ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1671 | C. ROBERT MARKHAM ELEMENTARY | | | X |
| 06 | BROWARD | 1701 | LAUDERDALE LAKES MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1761 | HOLLYWOOD PARK ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1781 | CYPRESS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1791 | APOLLO MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 1811 | SHERIDAN HILLS ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 1831 | ORIOLE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1841 | MIRROR LAKE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1851 | ROYAL PALM ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 1871 | CRYSTAL LAKE COMMUNITY MIDDLE | | | X |
| 06 | BROWARD | 1951 | PARK RIDGE ELEMENTARY SCHOOL | | | X |

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| 06 | BROWARD | 2121 | JAMES S. RICKARDS MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 2511 | ATLANTIC WEST ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 2551 | CORAL SPRINGS ELEMENTARY SCHL | | | X |
| 06 | BROWARD | 2611 | BAIR MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 2631 | FOREST HILLS ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2691 | MORROW ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2801 | DAVIE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2811 | PINEWOOD ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2871 | SEA CASTLE ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 2971 | SILVER LAKES MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 3221 | CHARLES DREW ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 3291 | THURGOOD MARSHALL ELEM. SCHOOL | | | X |
| 06 | BROWARD | 3761 | PARK LAKES ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 3821 | LIBERTY ELEMENTARY SCHOOL | | | X |
| 06 | BROWARD | 3911 | NEW RENAISSANCE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 3931 | GULFSTREAM MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 4702 | ARTHUR ROBERT ASHE, JUNIOR MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 4772 | MILLENNIUM MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 5071 | SMART SCHOOL CHARTER MIDDLE | | | X |
| 06 | BROWARD | 5231 | EAGLE ACADEMY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5261 | IMAGINE AT N LAUDERDALE MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 5315 | BROWARD COMMUNITY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5355 | EAGLES NEST ELEMENTARY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5356 | EAGLES NEST MIDDLE CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5375 | PARAGON ELEMENTARY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5381 | PARAGON ACADEMY OF TECHNOLOGY | | | X |
| 06 | BROWARD | 5395 | POMPANO CHARTER MIDDLE SCHOOL | | | X |
| 06 | BROWARD | 5400 | SUNSHINE ELEMENTARY CHARTER SCHOOL | | | X |
| 06 | BROWARD | 5420 | RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY | | | X |
| 09 | CITRUS | 0032 | INVERNESS PRIMARY SCHOOL | | | X |
| 09 | CITRUS | 0061 | FLORAL CITY ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0071 | HOMOSASSA ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0102 | CRYSTAL RIVER PRIMARY SCHOOL | | | X |
| 09 | CITRUS | 0161 | LECANTO PRIMARY SCHOOL | | | X |

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| 09 | CITRUS | 0171 | HERNANDO ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0181 | CITRUS SPRINGS ELEMENTARY SCHOOL | | | X |
| 09 | CITRUS | 0191 | ROCK CRUSHER ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0071 | CHARLES E. BENNETT ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0232 | GROVE PARK ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0241 | W E CHERRY ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0331 | S BRYAN JENNINGS ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0411 | CLAY HILL ELEMENTARY SCHOOL | | | X |
| 10 | CLAY | 0491 | J.L. WILKINSON ELEMENTARY SCHL | | | X |
| 10 | CLAY | 0511 | MCRAE ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0141 | SHADOWLAWN ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0161 | PINECREST ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0181 | HIGHLANDS ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0191 | LAKE TRAFFORD ELEMENTARY SCHL | | | X |
| 11 | COLLIER | 0201 | AVALON ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0231 | GOLDEN GATE ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0341 | VILLAGE OAKS ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0351 | GOLDEN TERRACE ELEMENTARY SCHL | | | X |
| 11 | COLLIER | 0421 | MANATEE ELEMENTARY SCHOOL | | | X |
| 11 | COLLIER | 0422 | MANATEE MIDDLE SCHOOL | | | X |
| 11 | COLLIER | 0551 | PARKSIDE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0101 | ARCOLA LAKE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0102 | MIAMI COMMUNITY CHARTER SCHOOL | | | X |
| 13 | DADE | 0111 | MAYA ANGELOU ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0121 | AUBURNDALE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0161 | AVOCADO ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0261 | BEL-AIRE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0311 | GOULDS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0361 | BISCAYNE GARDENS ELEMENTARY | | | X |
| 13 | DADE | 0401 | VAN E. BLANTON ELEMENTARY SCHL | | | X |
| 13 | DADE | 0451 | DR. BOWMAN FOSTER ASHE ELEMENTARY | | | X |
| 13 | DADE | 0521 | BROADMOOR ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0561 | W. J. BRYAN ELEMENTARY | | | X |
| 13 | DADE | 0641 | BUNCHE PARK ELEMENTARY SCHOOL | | | X |

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| 13 | DADE | 0651 | CAMPBELL DRIVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0661 | CARIBBEAN ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0761 | FIENBERG/FISHER K-8 CENTER | | | X |
| 13 | DADE | 0771 | WILLIAM A. CHAPMAN ELEM. SCHL | | | X |
| 13 | DADE | 0801 | CITRUS GROVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0861 | COLONIAL DRIVE ELEMENTARY SCHL | | | X |
| 13 | DADE | 0881 | COMSTOCK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 0921 | NEVA KING COOPER EDUCATIONAL CENTER | | | X |
| 13 | DADE | 1081 | CORAL TERRACE ELEMENTARY SCHL | | | X |
| 13 | DADE | 1121 | CORAL WAY K-8 CENTER | | | X |
| 13 | DADE | 1161 | CRESTVIEW ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 1401 | CHARLES R DREW ELEMENTARY SCHL | | | X |
| 13 | DADE | 1441 | PAUL LAURENCE DUNBAR ELEM.SCHL | | | X |
| 13 | DADE | 1481 | JOHN G. DUPUIS ELEMENTARY SCHL | | | X |
| 13 | DADE | 1521 | AMELIA EARHART ELEMENTARY SCHL | | | X |
| 13 | DADE | 1561 | EARLINGTON HEIGHTS ELEM. SCHL | | | X |
| 13 | DADE | 1601 | EDISON PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2001 | FLORIDA CITY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2041 | BENJAMIN FRANKLIN ELEM. SCHOOL | | | X |
| 13 | DADE | 2081 | FULFORD ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2111 | HIALEAH GARDENS ELEM. SCHOOL | | | X |
| 13 | DADE | 2161 | GOLDEN GLADES ELEMENTARY SCHL | | | X |
| 13 | DADE | 2241 | GRATIGNY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2281 | GREYNOLDS PARK ELEMENTARY SCHL | | | X |
| 13 | DADE | 2321 | GULFSTREAM ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2351 | ENEIDA M. HARTNER ELEM. SCHOOL | | | X |
| 13 | DADE | 2361 | HIALEAH ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2371 | WEST HIALEAH GARDENS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2401 | HIBISCUS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2511 | ZORA NEALE HURSTON ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2531 | THENA CROWDER ELEMENTARY SCHL | | | X |
| 13 | DADE | 2661 | KENSINGTON PARK ELEM. SCHOOL | | | X |
| 13 | DADE | 2761 | MARTIN LUTHER KING ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2781 | KINLOCH PARK ELEMENTARY SCHOOL | | | X |

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| 13 | DADE | 2801 | LAKE STEVENS ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2821 | LAKEVIEW ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 2861 | YWAACD@JRE LEE OPPORTUNITY SCHOOL | | | X |
| 13 | DADE | 2901 | LEISURE CITY K-8 CENTER | | | X |
| 13 | DADE | 2911 | LINDA LENTIN K-8 CENTER | | | X |
| 13 | DADE | 2941 | LAURA C. SAUNDERS ELEM. SCHOOL | | | X |
| 13 | DADE | 2981 | LIBERTY CITY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3041 | LORAH PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3051 | TOUSSAINT L'OUVERTURE ELEM. | | | X |
| 13 | DADE | 3141 | MEADOWLANE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3181 | MELROSE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3241 | MIAMI GARDENS ELEMENTARY SCHL | | | X |
| 13 | DADE | 3261 | MIAMI HEIGHTS ELEMENTARY SCHL | | | X |
| 13 | DADE | 3301 | MIAMI PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3421 | MARCUS A. MILAM K-8 CENTER | | | X |
| 13 | DADE | 3431 | PHYLLIS R. MILLER ELEM. SCHOOL | | | X |
| 13 | DADE | 3501 | MORNINGSIDE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3541 | ROBERT RUSSA MOTON ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3581 | MYRTLE GROVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3600 | DOWNTOWN MIAMI CHARTER SCHOOL | | | X |
| 13 | DADE | 3621 | COCONUT PALM K-8 ACADEMY | | | X |
| 13 | DADE | 3661 | NATURAL BRIDGE ELEMENTARY SCHL | | | X |
| 13 | DADE | 3701 | NORLAND ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3781 | BARBARA HAWKINS ELEM. SCHOOL | | | X |
| 13 | DADE | 3861 | NORTH GLADE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 3901 | NORTH HIALEAH ELEMENTARY SCHL | | | X |
| 13 | DADE | 3941 | NORTH MIAMI ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4001 | NORWOOD ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4021 | OAK GROVE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4071 | OLINDA ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4091 | OLYMPIA HEIGHTS ELEM. SCHOOL | | | X |
| 13 | DADE | 4121 | DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY | | | X |
| 13 | DADE | 4171 | ORCHARD VILLA ELEMENTARY SCHL | | | X |
| 13 | DADE | 4261 | PALM SPRINGS ELEMENTARY SCHOOL | | | X |

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| 13 | DADE | 4341 | PARKWAY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4391 | IRVING & BEATRICE PESKOE ELEM. | | | X |
| 13 | DADE | 4441 | PINE LAKE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4491 | HENRY E.S. REEVES ELEM. SCHOOL | | | X |
| 13 | DADE | 4501 | POINCIANA PARK ELEMENTARY SCHL | | | X |
| 13 | DADE | 4541 | RAINBOW PARK ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4581 | REDLAND ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4611 | REDONDO ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4651 | ETHEL F. BECKFORD/RICHMOND ELE | | | X |
| 13 | DADE | 4681 | RIVERSIDE ELEM.COMMUN.SCHL. | | | X |
| 13 | DADE | 4741 | ROYAL GREEN ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4801 | GERTRUDE K. EDLEMAN/SABAL PALM | | | X |
| 13 | DADE | 4841 | SANTA CLARA ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4881 | SCOTT LAKE ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 4961 | SHADOWLAWN ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5001 | SHENANDOAH ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5003 | SOUTH DADE MIDDLE SCHOOL | | | X |
| 13 | DADE | 5005 | DAVID LAWRENCE JR. K-8 CENTER | | | X |
| 13 | DADE | 5021 | BEN SHEPPARD ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5041 | SILVER BLUFF ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5061 | DR. CARLOS J. FINLAY ELEM. | | | X |
| 13 | DADE | 5081 | SKYWAY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5141 | HUBERT O. SIBLEY ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5281 | SOUTH MIAMI HEIGHTS ELEMENTARY | | | X |
| 13 | DADE | 5521 | TROPICAL ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5561 | FRANCES S. TUCKER ELEM. SCHOOL | | | X |
| 13 | DADE | 5711 | MAE M. WALTERS ELEMENTARY SCHL | | | X |
| 13 | DADE | 5791 | WEST HOMESTEAD ELEMENTARY SCHL | | | X |
| 13 | DADE | 5901 | CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL | | | X |
| 13 | DADE | 5971 | NATHAN B. YOUNG ELEM. SCHOOL | | | X |
| 13 | DADE | 5981 | DR. EDWARD L. WHIGHAM ELEM. | | | X |
| 13 | DADE | 6008 | LAWRENCE ACADEMY | | | X |
| 13 | DADE | 6009 | MATER EAST ACADEMY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6010 | FLORIDA INT'L ACADEMY CHARTER | | | X |

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|----|------|------|---|--|--|---|
| 13 | DADE | 6020 | ASPIRA YOUTH LEADERSHIP SCHOOL | | | X |
| 13 | DADE | 6031 | BROWNSVILLE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6041 | PAUL W. BELL MIDDLE SCHOOL | | | X |
| 13 | DADE | 6051 | CAROL CITY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6061 | CAMPBELL DRIVE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6070 | ASPIRA EUGENIO MARIA DE HOSTOS CHARTER SCHOOL | | | X |
| 13 | DADE | 6081 | CENTENNIAL MIDDLE SCHOOL | | | X |
| 13 | DADE | 6091 | CITRUS GROVE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6111 | CUTLER RIDGE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6121 | RUBEN DARIO MIDDLE SCHOOL | | | X |
| 13 | DADE | 6131 | HOWARD A. DOOLIN MIDDLE SCHOOL | | | X |
| 13 | DADE | 6171 | HENRY H. FILER MIDDLE SCHOOL | | | X |
| 13 | DADE | 6231 | HIALEAH MIDDLE SCHOOL | | | X |
| 13 | DADE | 6251 | HOMESTEAD MIDDLE SCHOOL | | | X |
| 13 | DADE | 6281 | THOMAS JEFFERSON MIDDLE SCHOOL | | | X |
| 13 | DADE | 6301 | JOHN F. KENNEDY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6331 | KINLOCH PARK MIDDLE SCHOOL | | | X |
| 13 | DADE | 6351 | LAKE STEVENS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6411 | HORACE MANN MIDDLE SCHOOL | | | X |
| 13 | DADE | 6421 | JOSE MARTI MIDDLE SCHOOL | | | X |
| 13 | DADE | 6431 | MAYS COMMUNITY MIDDLE SCHOOL | | | X |
| 13 | DADE | 6441 | HOWARD D. MCMILLAN MIDDLE SCHOOL | | | X |
| 13 | DADE | 6501 | MIAMI LAKES MIDDLE SCHOOL | | | X |
| 13 | DADE | 6521 | MIAMI SPRINGS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6541 | NAUTILUS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6571 | NORLAND MIDDLE SCHOOL | | | X |
| 13 | DADE | 6591 | NORTH DADE MIDDLE SCHOOL | | | X |
| 13 | DADE | 6611 | COUNTRY CLUB MIDDLE SCHOOL | | | X |
| 13 | DADE | 6681 | PALM SPRINGS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6741 | PONCE DE LEON MIDDLE SCHOOL | | | X |
| 13 | DADE | 6761 | REDLAND MIDDLE SCHOOL | | | X |
| 13 | DADE | 6781 | RICHMOND HEIGHTS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6801 | RIVIERA MIDDLE SCHOOL | | | X |
| 13 | DADE | 6841 | SHENANDOAH MIDDLE SCHOOL | | | X |

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|----|--------|------|---|--|--|---|
| 13 | DADE | 6901 | W. R. THOMAS MIDDLE SCHOOL | | | X |
| 13 | DADE | 6961 | WEST MIAMI MIDDLE SCHOOL | | | X |
| 13 | DADE | 6981 | WESTVIEW MIDDLE SCHOOL | | | X |
| 13 | DADE | 7011 | AMERICAN SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7014 | MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY | | | X |
| 13 | DADE | 7015 | LIFE SKILLS CENTER MIAMI-DADE COUNTY | | | X |
| 13 | DADE | 7017 | LIFE SKILLS CENTER OPA LOCKA | | | X |
| 13 | DADE | 7036 | LAWRENCE ACADEMY SENIOR HIGH CHARTER SCHOOL | | | X |
| 13 | DADE | 7037 | MATER ACADEMY EAST CHARTER HIGH SCHOOL | | | X |
| 13 | DADE | 7042 | SOMERSET HIGH SCHOOL | | | X |
| 13 | DADE | 7049 | WESTLAND HIALEAH SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7111 | HIALEAH SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7131 | HIALEAH-MIAMI LAKES SR. HIGH | | | X |
| 13 | DADE | 7160 | MATER ACADEMY CHARTER HIGH | | | X |
| 13 | DADE | 7201 | MIAMI BEACH SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7254 | YMAACD @ MACARTHUR NORTH | | | X |
| 13 | DADE | 7461 | MIAMI SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7541 | NORTH MIAMI BEACH SENIOR HIGH | | | X |
| 13 | DADE | 7601 | WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL | | | X |
| 13 | DADE | 7631 | YMAACD @ MACARTHUR SOUTH | | | X |
| 13 | DADE | 7701 | SOUTH DADE SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7721 | SOUTH MIAMI SENIOR HIGH SCHOOL | | | X |
| 13 | DADE | 7741 | SOUTHWEST MIAMI SENIOR HIGH | | | X |
| 13 | DADE | 7824 | HIALEAH INSTITUTE | | | X |
| 13 | DADE | 7829 | LITTLE HAVANA INSTITUTE | | | X |
| 13 | DADE | 8019 | ACADEMY FOR COMMUNITY ED (ACE) | | | X |
| 13 | DADE | 8101 | YWAACD@JAN MANN OPPORTUNITY SCHOOL | | | X |
| 13 | DADE | 8121 | COPE CENTER NORTH | | | X |
| 13 | DADE | 8131 | DOROTHY M. WALLACE COPE CENTER | | | X |
| 13 | DADE | 8151 | ROBERT RENICK EDUCATION CENTER | | | X |
| 13 | DADE | 8161 | CORPORATE ACADEMY NORTH | | | X |
| 13 | DADE | 8181 | RUTH OWENS KRUSE EDUCATION CENTER | | | X |
| 13 | DADE | 8201 | CORPORATE ACADEMY - SOUTH | | | X |
| 14 | DESOTO | 0081 | MEMORIAL ELEMENTARY SCHOOL | | | X |

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|----|--------|------|------------------------------------|--|--|---|
| 14 | DESOTO | 0181 | NOCATEE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0151 | BRENTWOOD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0181 | CENTRAL RIVERSIDE ELEM. SCHOOL | | | X |
| 16 | DUVAL | 0191 | RUTH N. UPSON ELEMENTARY SCHL | | | X |
| 16 | DUVAL | 0211 | ANNIE R. MORGAN ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0721 | SPRING PARK ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0731 | JOHN LOVE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0741 | LAKE FOREST ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0771 | HYDE PARK ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0781 | BILTMORE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0791 | RAMONA BOULEVARD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0831 | SAN JOSE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0841 | BAYVIEW ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0871 | ENGLEWOOD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0891 | WOODLAND ACRES ELEMENTARY SCHL | | | X |
| 16 | DUVAL | 0911 | SALLYE B. MATHIS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0941 | WINDY HILL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0971 | CEDAR HILLS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0981 | TIMUCUAN ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 0991 | HIGHLANDS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1131 | WAYMAN ACADEMY OF THE ARTS | | | X |
| 16 | DUVAL | 1161 | SADIE T. TILLIS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1241 | SAINT CLAIR EVANS ACADEMY | | | X |
| 16 | DUVAL | 1431 | WEST JACKSONVILLE ELEM. SCHOOL | | | X |
| 16 | DUVAL | 1461 | MATTHEW W. GILBERT MIDDLE SCHOOL | | | X |
| 16 | DUVAL | 1481 | RICHARD L. BROWN ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1542 | JOHN E. FORD K-8 SCHOOL | | | X |
| 16 | DUVAL | 1581 | GEORGE WASHINGTON CARVER ELEM. | | | X |
| 16 | DUVAL | 1631 | RUFUS E. PAYNE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 1661 | CARTER G. WOODSON ELEM. SCHOOL | | | X |
| 16 | DUVAL | 1681 | EUGENE J. BUTLER MIDDLE SCHOOL | | | X |
| 16 | DUVAL | 1691 | S. A. HULL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2021 | REYNOLDS LANE ELEMENTARY SCHL | | | X |
| 16 | DUVAL | 2031 | KINGS TRAIL ELEMENTARY SCHOOL | | | X |

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|----|----------|------|--|--|--|---|
| 16 | DUVAL | 2051 | PICKETT ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2101 | OAK HILL ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2141 | HYDE GROVE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2151 | JUSTINA ROAD ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2201 | MARTIN LUTHER KING, JR ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2271 | MAYPORT ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2401 | ARLINGTON HEIGHTS ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2431 | GREGORY DRIVE ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2501 | PINE ESTATES ELEMENTARY SCHOOL | | | X |
| 16 | DUVAL | 2621 | ANDREW A. ROBINSON ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0031 | JIM ALLEN ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0051 | BELLVIEW ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0111 | BRENTWOOD ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0271 | ENSLEY ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0311 | GEORGE S. HALLMARK ELEMENTARY | | | X |
| 17 | ESCAMBIA | 0371 | MYRTLE GROVE ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0381 | NAVY POINT ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0391 | OAKCREST ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0471 | O. J. SEMMES ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0491 | SHERWOOD ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0551 | WARRINGTON ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0581 | WEST PENSACOLA ELEMENTARY SCHL | | | X |
| 17 | ESCAMBIA | 0602 | REINHERDT HOLM ELEMENTARY SCHL | | | X |
| 17 | ESCAMBIA | 0611 | ALLIE YNIESTRA ELEM. SCHOOL | | | X |
| 17 | ESCAMBIA | 0661 | SPENCER BIBBS ELEMENTARY SCHL | | | X |
| 17 | ESCAMBIA | 0771 | LINCOLN PARK ELEMENTARY SCHOOL | | | X |
| 17 | ESCAMBIA | 0852 | WOODHAM MIDDLE SCHOOL | | | X |
| 17 | ESCAMBIA | 2081 | ESCAMBIA CHARTER SCHOOL | | | X |
| 20 | GADSDEN | 0061 | HAVANA MIDDLE SCHOOL | | | X |
| 20 | GADSDEN | 0091 | HAVANA ELEMENTARY SCHOOL | | | X |
| 20 | GADSDEN | 0141 | GREENSBORO ELEMENTARY SCHOOL | | | X |
| 20 | GADSDEN | 0171 | GRETNA ELEMENTARY SCHOOL | | | X |
| 20 | GADSDEN | 0201 | STEWART STREET ELEMENTARY SCHL | | | X |
| 20 | GADSDEN | 0211 | JAMES A. SHANKS MIDDLE SCHOOL | | | X |

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|----|--------------|------|----------------------------------|--|--|---|
| 20 | GADSDEN | 0231 | CARTER PARRAMORE ACADEMY | | | X |
| 24 | HAMILTON | 0041 | NORTH HAMILTON ELEMENTARY SCHL | | | X |
| 24 | HAMILTON | 0051 | SOUTH HAMILTON ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0151 | LABELLE ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0161 | WESTSIDE ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0162 | EASTSIDE ELEMENTARY SCHOOL | | | X |
| 26 | HENDRY | 0171 | CENTRAL ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0161 | WESTSIDE ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0171 | EASTSIDE ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0202 | FOX CHAPEL MIDDLE SCHOOL | | | X |
| 27 | HERNANDO | 0211 | SPRING HILL ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0241 | D. S. PARROTT MIDDLE SCHOOL | | | X |
| 27 | HERNANDO | 0252 | PINE GROVE ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0253 | WEST HERNANDO MIDDLE SCHOOL | | | X |
| 27 | HERNANDO | 0261 | DELTONA ELEMENTARY SCHOOL | | | X |
| 27 | HERNANDO | 0271 | MOTON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0041 | ADAMS MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0042 | FOREST HILLS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0051 | SHEEHY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0052 | GIUNTA MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0054 | CORR ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0055 | SHIELDS MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0056 | DAVIS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0063 | CARVER EXCEPTIONAL CENTER | | | X |
| 29 | HILLSBOROUGH | 0070 | FROST ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0073 | LENNARD HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0081 | ALEXANDER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0082 | PIERCE MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0110 | REDDICK ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0119 | MOSI PARTNERSHIP ELEMENTARY | | | X |
| 29 | HILLSBOROUGH | 0120 | KIMBELL ELEMENTARY | | | X |
| 29 | HILLSBOROUGH | 0261 | BING ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0281 | BLAKE HIGH SCHOOL-MAGNET | | | X |
| 29 | HILLSBOROUGH | 0284 | STEWART MIDDLE MAGNET SCHOOL | | | X |

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|----|--------------|------|-----------------------------------|--|--|---|
| 29 | HILLSBOROUGH | 0322 | MCLANE MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0441 | BROWARD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0521 | BRYAN ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0561 | BUCHANAN MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0631 | BURNETT MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0641 | BURNEY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0681 | CAHOON ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0682 | VAN BUREN MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0691 | CANNELLA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0761 | CHAMBERLAIN HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0771 | CHIARAMONTE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0841 | CLAIR-MEL ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0842 | DOWDELL MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0881 | CLEVELAND ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0931 | COLSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 0962 | LOCKHART ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1021 | CRESTWOOD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1051 | CYPRESS CREEK ELEMENTARY SCHL | | | X |
| 29 | HILLSBOROUGH | 1081 | DESOTO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1101 | DICKENSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1201 | DOVER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1281 | DUNBAR ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1361 | EDISON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1401 | EGYPT LAKE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1471 | FOLSOM ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1481 | FOSTER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1482 | SLIGH MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1601 | GIBSONTON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1761 | GRAHAM ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1776 | BELLAMY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1781 | GRECO MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1881 | HILLSBOROUGH HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 1951 | IPPOLITO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2041 | JACKSON ELEMENTARY SCHOOL | | | X |

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|----|--------------|------|----------------------------------|--|--|---|
| 29 | HILLSBOROUGH | 2042 | JENNINGS MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2201 | KENLY ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2261 | KINGSWOOD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2291 | KNIGHTS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2361 | LANIER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2362 | MONROE MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2401 | LEE ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2421 | LETO HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2441 | LINCOLN ELEMENTARY MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2521 | LOMAX MAGNET ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2531 | LOPEZ ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2651 | MADISON MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2721 | MANGO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2841 | MARSHALL MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2871 | MCDONALD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2882 | MEMORIAL MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2961 | MENDENHALL ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 2972 | MENDEZ EXCEPTIONAL CENTER | | | X |
| 29 | HILLSBOROUGH | 3002 | FERRELL MIDDLE MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3101 | MORGAN WOODS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3121 | MORT ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3161 | OAK GROVE ELEMENTARY SCHL | | | X |
| 29 | HILLSBOROUGH | 3201 | OAK PARK ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3281 | PALM RIVER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3381 | PIZZO ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3521 | POTTER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3621 | RIVERHILLS ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3681 | ROBINSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3761 | ROBLES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3781 | ROLAND PARK K-8 SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3784 | JEFFERSON HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3841 | RUSKIN ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3921 | SEMINOLE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 3951 | SHAW ELEMENTARY SCHOOL | | | X |

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| 29 | HILLSBOROUGH | 4002 | SIMMONS EXCEPTIONAL CENTER | | | X |
| 29 | HILLSBOROUGH | 4161 | SPRINGHEAD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4201 | SULPHUR SPRINGS ELEM. SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4211 | SUMMERFIELD ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4241 | TAMPA BAY BOULEVARD ELEM. SCHL | | | X |
| 29 | HILLSBOROUGH | 4331 | NORTH TAMPA ALTERNATIVE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4332 | BRANDON ALTERNATIVE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4361 | THONOTOSASSA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4441 | TOWN & COUNTRY ELEMENTARY SCHL | | | X |
| 29 | HILLSBOROUGH | 4442 | WEBB MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4481 | TRAPNELL ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4522 | TURKEY CREEK MIDDLE SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4561 | TWIN LAKES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4681 | WEST SHORE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4722 | WEST TAMPA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4747 | JAMES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4801 | WILSON ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4841 | WIMAUMA ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4921 | WITTER ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4941 | WOODBIDGE ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 4961 | YATES ELEMENTARY SCHOOL | | | X |
| 29 | HILLSBOROUGH | 5041 | YOUNG MIDDLE MAGNET SCHOOL | | | X |
| 29 | HILLSBOROUGH | 6608 | VILLAGE OF EXCEL. ACAD. | | | X |
| 29 | HILLSBOROUGH | 6615 | RCMA WIMAUMA ACADEMY | | | X |
| 29 | HILLSBOROUGH | 6621 | MOUNT PLEASANT STANDARD BASE | | | X |
| 29 | HILLSBOROUGH | 6634 | BROOKS DEBARTOLO COLLEGIATE HIGH SCHOOL | | | X |
| 29 | HILLSBOROUGH | 6643 | COMMUNITY CHARTER SCHOOL OF EXCELLENCE | | | X |
| 31 | INDIAN RIVER | 0101 | FELLSMERE ELEMENTARY SCHOOL | | | X |
| 31 | INDIAN RIVER | 0161 | VERO BEACH ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0031 | BEVERLY SHORES ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0041 | CLERMONT ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0071 | EUSTIS HEIGHTS ELEM. SCHOOL | | | X |
| 35 | LAKE | 0101 | FRUITLAND PARK ELEM. SCHOOL | | | X |
| 35 | LAKE | 0291 | LEESBURG ELEMENTARY SCHOOL | | | X |

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|----|------|------|----------------------------------|--|--|---|
| 35 | LAKE | 0521 | TRIANGLE ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0541 | MASCOTTE ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0551 | TAVARES ELEMENTARY SCHOOL | | | X |
| 35 | LAKE | 0631 | SPRING CREEK ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0121 | BONITA SPRINGS ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0152 | LEE ADOLESCENT MOTHER'S PROG. | | | X |
| 36 | LEE | 0162 | RAY V POTTORF ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0181 | EDGEWOOD ACADEMY | | | X |
| 36 | LEE | 0211 | FORT MYERS MIDDLE ACADEMY | | | X |
| 36 | LEE | 0231 | HARNS MARSH ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0251 | FRANKLIN PARK SCHOOL | | | X |
| 36 | LEE | 0261 | J. COLIN ENGLISH ELEM. SCHOOL | | | X |
| 36 | LEE | 0321 | ORANGE RIVER ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0381 | TICE ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0421 | HEIGHTS ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0552 | LEE COUNTY ALC CENTRAL MIDDLE | | | X |
| 36 | LEE | 0601 | N. FT. MYERS ACADEMY FOR ARTS | | | X |
| 36 | LEE | 0681 | SPRING CREEK ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0691 | LEHIGH ACRES MIDDLE SCHOOL | | | X |
| 36 | LEE | 0763 | MANATEE ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 0781 | COLONIAL ELEMENTARY SCHOOL | | | X |
| 36 | LEE | 4131 | LEE CHARTER ACADEMY | | | X |
| 37 | LEON | 0041 | FRANK HARTSFIELD ELEM. SCHOOL | | | X |
| 37 | LEON | 0071 | SABAL PALM ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0091 | RUEDIGER ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0131 | WOODVILLE ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0171 | OAK RIDGE ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0231 | JOHN G RILEY ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0311 | PINEVIEW ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0401 | ASTORIA PARK ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 0441 | APALACHEE ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 1181 | BOND ELEMENTARY SCHOOL | | | X |
| 37 | LEON | 1401 | C.K. STEELE-LEROY COLLINS CHAR | | | X |
| 38 | LEVY | 0021 | BRONSON MIDDLE/HIGH SCHOOL | | | X |

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|----|---------|------|---|--|--|---|
| 38 | LEVY | 0041 | CEDAR KEY HIGH SCHOOL | | | X |
| 38 | LEVY | 0053 | CHIEFLAND MIDDLE SCHOOL | | | X |
| 38 | LEVY | 0060 | WHISPERING WINDS CHARTER SCHL | | | X |
| 38 | LEVY | 0062 | NATURE COAST MIDDLE SCHOOL | | | X |
| 38 | LEVY | 0092 | JOYCE M. BULLOCK ELEM. SCHOOL | | | X |
| 38 | LEVY | 0101 | WILLISTON MIDDLE SCHOOL | | | X |
| 38 | LEVY | 0111 | YANKEETOWN SCHOOL | | | X |
| 38 | LEVY | 0231 | WILLISTON ELEMENTARY SCHOOL | | | X |
| 38 | LEVY | 0241 | CHIEFLAND ELEMENTARY SCHOOL | | | X |
| 38 | LEVY | 1011 | BRONSON ELEMENTARY SCHOOL | | | X |
| 40 | MADISON | 0111 | PINETTA ELEMENTARY SCHOOL | | | X |
| 40 | MADISON | 0950 | MADISON COUNTY EXCEL ALTERNATIVE SCHOOL | | | X |
| 41 | MANATEE | 0051 | BALLARD ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0151 | MANATEE ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0261 | ONECO ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0271 | ORANGE RIDGE-BULLOCK ELEM. | | | X |
| 41 | MANATEE | 0411 | BLANCHE H. DAUGHTREY ELEMENTARY | | | X |
| 41 | MANATEE | 0421 | SAMOSET ELEMENTARY SCHOOL | | | X |
| 41 | MANATEE | 0521 | JAMES TILLMAN ELEMENTARY MAGNET SCHOOL | | | X |
| 41 | MANATEE | 0691 | LOUISE R. JOHNSON MIDDLE SCHL | | | X |
| 41 | MANATEE | 2122 | OASIS MIDDLE SCHOOL | | | X |
| 42 | MARION | 0071 | ANTHONY ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0091 | BELLEVIEW ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0101 | BELLEVIEW-SANTOS ELEM. SCHOOL | | | X |
| 42 | MARION | 0162 | REDDICK-COLLIER ELEM. SCHOOL | | | X |
| 42 | MARION | 0181 | EAST MARION ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0191 | EIGHTH STREET ELEMENTARY SCHL | | | X |
| 42 | MARION | 0211 | FESSENDEN ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0251 | WARD-HIGHLANDS ELEMENTARY SCHL | | | X |
| 42 | MARION | 0341 | OAKCREST ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0381 | SPARR ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0391 | SOUTH OCALA ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0401 | STANTON-WEIRSDALE ELEMENTARY | | | X |
| 42 | MARION | 0431 | WYOMINA PARK ELEMENTARY SCHOOL | | | X |

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|----|----------|------|--------------------------------------|--|--|---|
| 42 | MARION | 0531 | FT. MCCOY SCHOOL | | | X |
| 42 | MARION | 0541 | OCALA SPRINGS ELEMENTARY SCHL | | | X |
| 42 | MARION | 0551 | SHADY HILL ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0561 | EMERALD SHORES ELEMENTARY SCHL | | | X |
| 42 | MARION | 0571 | SUNRISE ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0611 | MAPLEWOOD ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0641 | DUNNELLON ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0651 | COLLEGE PARK ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0671 | GREENWAY ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0681 | SADDLEWOOD ELEMENTARY SCHOOL | | | X |
| 42 | MARION | 0721 | HORIZON ACADEMY AT MARION OAKS | | | X |
| 42 | MARION | 9670 | MARION CHARTER SCHOOL | | | X |
| 42 | MARION | 9731 | KINGSBURY ACADEMY | | | X |
| 46 | OKALOOSA | 0031 | ANNETTE P. EDWINS ELEM. SCHOOL | | | X |
| 46 | OKALOOSA | 0041 | BAKER SCHOOL | | | X |
| 46 | OKALOOSA | 0051 | BOB SIKES ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0201 | LAUREL HILL SCHOOL | | | X |
| 46 | OKALOOSA | 0251 | RIVERSIDE ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0281 | WRIGHT ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0431 | SHALIMAR ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0541 | ELLIOTT POINT ELEMENTARY SCHL | | | X |
| 46 | OKALOOSA | 0561 | MARY ESTHER ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0681 | LONGWOOD ELEMENTARY SCHOOL | | | X |
| 46 | OKALOOSA | 0731 | WALKER ELEMENTARY SCHOOL | | | X |
| 48 | ORANGE | 0057 | RIO GRANDE CHARTER | | | X |
| 48 | ORANGE | 0062 | NAP FORD COMMUNITY CHARTER | | | X |
| 48 | ORANGE | 0131 | HOWARD MIDDLE | | | X |
| 48 | ORANGE | 0142 | CHEROKEE | | | X |
| 48 | ORANGE | 0181 | FERN CREEK ELEMENTARY | | | X |
| 48 | ORANGE | 0191 | GRAND AVENUE PRIMARY LEARNING CENTER | | | X |
| 48 | ORANGE | 0212 | OAKSHIRE ELEMENTARY | | | X |
| 48 | ORANGE | 0215 | THREE POINTS ELEMENTARY | | | X |
| 48 | ORANGE | 0231 | PINELOCH ELEMENTARY | | | X |
| 48 | ORANGE | 0236 | EAGLES NEST ELEMENTARY | | | X |

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|----|--------|------|--------------------------|--|--|---|
| 48 | ORANGE | 0241 | LAKE GEM ELEMENTARY | | | X |
| 48 | ORANGE | 0253 | WEST OAKS ELEMENTARY | | | X |
| 48 | ORANGE | 0271 | ORLO VISTA ELEMENTARY | | | X |
| 48 | ORANGE | 0311 | KILLARNEY ELEMENTARY | | | X |
| 48 | ORANGE | 0361 | TILDENVILLE ELEMENTARY | | | X |
| 48 | ORANGE | 0401 | PINEWOOD ELEMENTARY | | | X |
| 48 | ORANGE | 0461 | ZELLWOOD ELEMENTARY | | | X |
| 48 | ORANGE | 0591 | GATEWAY | | | X |
| 48 | ORANGE | 0611 | AZALEA PARK ELEMENTARY | | | X |
| 48 | ORANGE | 0621 | PINE HILLS ELEMENTARY | | | X |
| 48 | ORANGE | 0651 | LAKE WESTON ELEMENTARY | | | X |
| 48 | ORANGE | 0681 | ENGELWOOD ELEMENTARY | | | X |
| 48 | ORANGE | 0701 | CATALINA ELEMENTARY | | | X |
| 48 | ORANGE | 0711 | CHENEY ELEMENTARY | | | X |
| 48 | ORANGE | 0741 | CYPRESS PARK ELEMENTARY | | | X |
| 48 | ORANGE | 0791 | MOLLIE RAY ELEMENTARY | | | X |
| 48 | ORANGE | 0821 | LOVELL ELEMENTARY | | | X |
| 48 | ORANGE | 0851 | LANCASTER ELEMENTARY | | | X |
| 48 | ORANGE | 0861 | ROLLING HILLS ELEMENTARY | | | X |
| 48 | ORANGE | 0881 | HIAWASSEE ELEMENTARY | | | X |
| 48 | ORANGE | 0891 | MCCOY ELEMENTARY | | | X |
| 48 | ORANGE | 0921 | ROBINSWOOD MIDDLE | | | X |
| 48 | ORANGE | 0971 | VENTURA ELEMENTARY | | | X |
| 48 | ORANGE | 1111 | JACKSON MIDDLE | | | X |
| 48 | ORANGE | 1133 | WESTRIDGE MIDDLE | | | X |
| 48 | ORANGE | 1141 | LITTLE RIVER ELEMENTARY | | | X |
| 48 | ORANGE | 1151 | WALKER MIDDLE | | | X |
| 48 | ORANGE | 1171 | WINEGARD ELEMENTARY | | | X |
| 48 | ORANGE | 1241 | MEADOWBROOK MIDDLE | | | X |
| 48 | ORANGE | 1261 | SADLER ELEMENTARY | | | X |
| 48 | ORANGE | 1271 | ROSEMONT ELEMENTARY | | | X |
| 48 | ORANGE | 1321 | MAXEY ELEMENTARY | | | X |
| 48 | ORANGE | 1351 | HUNGERFORD ELEMENTARY | | | X |
| 48 | ORANGE | 1361 | WHEATLEY ELEMENTARY | | | X |

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|----|------------|------|---|--|--|---|
| 48 | ORANGE | 1421 | IVEY LANE ELEMENTARY | | | X |
| 48 | ORANGE | 1431 | RIDGEWOOD PARK ELEMENTARY | | | X |
| 48 | ORANGE | 1491 | PALMETTO ELEMENTARY | | | X |
| 48 | ORANGE | 1501 | OAK HILL ELEMENTARY | | | X |
| 48 | ORANGE | 1541 | PINAR ELEMENTARY | | | X |
| 48 | ORANGE | 1553 | MILLENNIA ELEMENTARY | | | X |
| 48 | ORANGE | 1621 | SHINGLE CREEK ELEMENTARY | | | X |
| 48 | ORANGE | 5711 | JONES HIGH | | | X |
| 48 | ORANGE | 5871 | CARVER MIDDLE | | | X |
| 48 | ORANGE | 5891 | RICHMOND HEIGHTS ELEMENTARY | | | X |
| 49 | OSCEOLA | 0042 | KISSIMMEE ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0061 | CENTRAL AVENUE ELEMENTARY SCHL | | | X |
| 49 | OSCEOLA | 0071 | HIGHLANDS ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0091 | DENN JOHN MIDDLE SCHOOL | | | X |
| 49 | OSCEOLA | 0101 | THACKER AVENUE ELEM SCHOOL INTERNATIONAL STUD | | | X |
| 49 | OSCEOLA | 0321 | VENTURA ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0401 | BOGGY CREEK ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0851 | CYPRESS ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0901 | POINCIANA ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 0957 | CHESTNUT ELEMENTARY SCHOOL | | | X |
| 49 | OSCEOLA | 9036 | NEW BEGINNINGS ED. COMPLEX | | | X |
| 50 | PALM BEACH | 0021 | L C SWAIN MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0071 | JUPITER ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0121 | HOWELL L. WATKINS MIDDLE SCHL | | | X |
| 50 | PALM BEACH | 0131 | NORTH PALM BEACH ELEM. SCHOOL | | | X |
| 50 | PALM BEACH | 0141 | LAKE PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0191 | WASHINGTON ELEM MAGNET SCHOOL | | | X |
| 50 | PALM BEACH | 0201 | JOHN F. KENNEDY MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0211 | LINCOLN ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0271 | NORTHMORE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0291 | NORTHBORO ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0311 | ROOSEVELT MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0341 | ROOSEVELT ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0351 | WESTWARD ELEMENTARY SCHOOL | | | X |

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|----|------------|------|---------------------------------|--|--|---|
| 50 | PALM BEACH | 0361 | U. B. KINSEY/PALMVIEW ELEM. | | | X |
| 50 | PALM BEACH | 0481 | WEST GATE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0531 | BELVEDERE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0541 | CONNISTON MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0561 | PALMETTO ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0581 | FOREST HILL COMMUNITY HIGH SCH | | | X |
| 50 | PALM BEACH | 0601 | BERKSHIRE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0611 | PALM SPRINGS MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0621 | FOREST HILL ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0631 | GREENACRES ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0642 | DAYSTAR ACADEMY OF EXCEL CHART | | | X |
| 50 | PALM BEACH | 0651 | PALM SPRINGS ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0664 | ACADEMY FOR POSITIVE LEARNING | | | X |
| 50 | PALM BEACH | 0671 | HIGHLAND ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0681 | NORTH GRADE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0741 | BARTON ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0751 | LANTANA ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0761 | LANTANA MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 0771 | STARLIGHT COVE ELEMENTARY SCHL | | | X |
| 50 | PALM BEACH | 0781 | ROLLING GREEN ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0821 | GALAXY ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0831 | FOREST PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0842 | TURNING POINTS ACADEMY | | | X |
| 50 | PALM BEACH | 0871 | PLUMOSA ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0911 | PINE GROVE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 0951 | BOCA RATON ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1101 | PAHOKEE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1232 | LAKE SHORE MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 1241 | GOVE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1361 | JOHN I. LEONARD HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1371 | PALM BEACH GARDENS HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1391 | WYNNEBROOK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1411 | GROVE PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1441 | MELALEUCA ELEMENTARY SCHOOL | | | X |

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|----|------------|------|---|--|--|---|
| 50 | PALM BEACH | 1461 | INLET GROVE COMMUNITY HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1531 | CLIFFORD O TAYLOR/KIRKLANE ELE | | | X |
| 50 | PALM BEACH | 1541 | DWIGHT D. EISENHOWER ELEM. | | | X |
| 50 | PALM BEACH | 1571 | SOUTH TECH ACADEMY | | | X |
| 50 | PALM BEACH | 1581 | CONGRESS COMMUNITY MIDDLE SCHL | | | X |
| 50 | PALM BEACH | 1641 | GOLD COAST COMMUNITY SCHOOL | | | X |
| 50 | PALM BEACH | 1771 | PAHOKEE MIDDLE-SENIOR HIGH | | | X |
| 50 | PALM BEACH | 1801 | ROYAL PALM SCHOOL | | | X |
| 50 | PALM BEACH | 1831 | K CUNNINGHAM/CANAL POINT ELEM | | | X |
| 50 | PALM BEACH | 1851 | PALM BEACH LAKES HIGH SCHOOL | | | X |
| 50 | PALM BEACH | 1861 | INDIAN PINES ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1871 | LIBERTY PARK ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 1981 | BEAR LAKES MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2041 | CARVER MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2131 | LAKE WORTH COMMUNITY MIDDLE | | | X |
| 50 | PALM BEACH | 2151 | OKEEHHEEL MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2351 | ORCHARD VIEW ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2361 | BOYNTON BEACH COMMUNITY HIGH | | | X |
| 50 | PALM BEACH | 2411 | INDIAN RIDGE SCHOOL | | | X |
| 50 | PALM BEACH | 2431 | SOUTH GRADE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2571 | HERITAGE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2601 | ODYSSEY MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2641 | LAKESIDE ACADEMY | | | X |
| 50 | PALM BEACH | 2661 | JOSEPH LITTLES-NGUZO SABA | | | X |
| 50 | PALM BEACH | 2701 | JEAGA MIDDLE SCHOOL | | | X |
| 50 | PALM BEACH | 2731 | CROSSPOINTE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2751 | BENOIST FARMS ELEMENTARY SCHL | | | X |
| 50 | PALM BEACH | 2761 | CHOLEE LAKE ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 2811 | VILLAGE ACADEMY | | | X |
| 50 | PALM BEACH | 3046 | SOUTH AREA SECONDARY INTENSIVE TRANSITION | | | X |
| 50 | PALM BEACH | 3101 | LAKE SHORE ANNEX | | | X |
| 50 | PALM BEACH | 3261 | DIAMOND VIEW ELEMENTARY SCHOOL | | | X |
| 50 | PALM BEACH | 3344 | DELRAY YOUTH VOCATIONAL CHARTER SCHOOL | | | X |
| 50 | PALM BEACH | 3382 | GLADES ACAD AGRI/ECOLO STUDIES | | | X |

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|----|------------|------|---|--|--|---|
| 50 | PALM BEACH | 3384 | HOPE LEARNING COMMUNITY OF RIVIERA BEACH, INC | | | X |
| 50 | PALM BEACH | 3386 | TOUSSAINT L'OUVERTURE HIGH | | | X |
| 50 | PALM BEACH | 3392 | CHARTER SCHOOL OF BOYNTON BEACH | | | X |
| 50 | PALM BEACH | 3398 | EVERGLADES PREPARATORY ACADEMY | | | X |
| 52 | PINELLAS | 0131 | BARDMOOR ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0271 | BEAR CREEK ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0321 | BELCHER ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0371 | BELLEAIR ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0391 | BLANTON ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 0481 | CAMPBELL PARK ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 1071 | DUNEDIN ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1131 | EISENHOWER ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1261 | JOHN M. SEXTON ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 1421 | LYNCH ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1691 | GULFPORT MONTESSOURI ELEM.SCHL | | | X |
| 52 | PINELLAS | 1811 | HIGH POINT ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 1821 | DOUG JAMERSON ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 2141 | LEALMAN AVENUE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2281 | MAXIMO ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2371 | MELROSE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2431 | MILDRED HELMS ELEM. SCHOOL | | | X |
| 52 | PINELLAS | 2531 | MOUNT VERNON ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2691 | NORTH SHORE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 2791 | NORTHWEST ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3361 | PINELLAS CENTRAL ELEM. SCHOOL | | | X |
| 52 | PINELLAS | 3391 | PINELLAS PARK ELEMENTARY SCHL | | | X |
| 52 | PINELLAS | 3461 | PONCE DE LEON ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3761 | JAMES B. SANDERLIN ELEM. | | | X |
| 52 | PINELLAS | 3851 | SAN JOSE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3871 | SANDY LANE ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 3961 | SEVENTY-FOURTH ST. ELEMENTARY | | | X |
| 52 | PINELLAS | 4121 | SKYCREST ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4171 | SKYVIEW ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4491 | TARPON SPRINGS ELEMENTARY SCHOOL | | | X |

| | | | | | | |
|----|----------|------|--|--|--|---|
| 52 | PINELLAS | 4591 | NEW HEIGHTS ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4701 | WALSINGHAM ELEMENTARY SCHOOL | | | X |
| 52 | PINELLAS | 4771 | WESTGATE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0091 | COMBEE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0101 | CRYSTAL LAKE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0151 | PHILIP O'BRIEN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0201 | NORTH LAKELAND ELEMENTARY SCHOOL OF CHOICE | | | X |
| 53 | POLK | 0231 | SOUTHWEST ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0321 | SHELLEY S. BOONE MIDDLE SCHOOL | | | X |
| 53 | POLK | 0331 | ALTA VISTA ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0571 | WESTWOOD MIDDLE SCHOOL | | | X |
| 53 | POLK | 0591 | ELBERT ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0601 | FRED G. GARNER ELEMENTARY SCHL | | | X |
| 53 | POLK | 0611 | INWOOD ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0621 | LAKE SHIPP ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0631 | JOHN SNIVELY ELEMENTARY SCHOOL OF CHOICE | | | X |
| 53 | POLK | 0651 | LAKE ALFRED ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0661 | KAREN M. SIEGEL ACADEMY | | | X |
| 53 | POLK | 0681 | WAHNETA ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0802 | LEWIS ANNA WOODBURY ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0841 | LENA VISTA ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0851 | AUBURNDALE CENTRAL ELEMENTARY | | | X |
| 53 | POLK | 0861 | WALTER CALDWELL ELEM. SCHOOL | | | X |
| 53 | POLK | 0932 | COMPASS MIDDLE CHARTER SCHOOL | | | X |
| 53 | POLK | 0961 | FLORAL AVENUE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 0962 | POLK LIFE AND LEARNING CENTER | | | X |
| 53 | POLK | 0981 | GIBBONS STREET ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1041 | ALTURAS ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1141 | PURCELL ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1151 | KINGSFORD ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1191 | KATHLEEN MIDDLE SCHOOL | | | X |
| 53 | POLK | 1221 | KATHLEEN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1231 | GRIFFIN ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1241 | JESSE KEEN ELEMENTARY SCHOOL | | | X |

| | | | | | | |
|----|--------|------|--------------------------------------|--|--|---|
| 53 | POLK | 1251 | WINSTON ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1271 | SLEEPY HILL ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1291 | FROSTPROOF ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1341 | MCLAUGHLIN MIDDLE SCHOOL | | | X |
| 53 | POLK | 1351 | POLK AVENUE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1361 | HILLCREST ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1362 | HORIZONS ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1371 | SPOOK HILL ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1381 | ROOSEVELT ACADEMY | | | X |
| 53 | POLK | 1401 | JANIE HOWARD WILSON SCHOOL | | | X |
| 53 | POLK | 1451 | EDGAR L. PADGETT ELEMENTARY | | | X |
| 53 | POLK | 1501 | CRYSTAL LAKE MIDDLE SCHOOL | | | X |
| 53 | POLK | 1662 | LAKE ALFRED-ADDAIR MIDDLE SCHOOL | | | X |
| 53 | POLK | 1701 | EAGLE LAKE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1731 | PINEWOOD ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1751 | JAMES E. STEPHENS ELEM. SCHOOL | | | X |
| 53 | POLK | 1781 | DUNDEE ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1811 | CLARENCE BOSWELL ELEM. SCHOOL | | | X |
| 53 | POLK | 1841 | R. CLEM CHURCHWELL ELEMENTARY | | | X |
| 53 | POLK | 1851 | DR. NE ROBERTS ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1901 | SOCRUM ELEMENTARY SCHOOL | | | X |
| 53 | POLK | 1921 | BEN HILL GRIFFIN JR ELEM SCHL | | | X |
| 53 | POLK | 1941 | LOUGHMAN OAKS ELEMENTARY SCHL | | | X |
| 53 | POLK | 1971 | SLEEPY HILL MIDDLE SCHOOL | | | X |
| 53 | POLK | 1981 | DUNDEE RIDGE MIDDLE SCHOOL | | | X |
| 54 | PUTNAM | 0041 | W. H. BEASLEY MIDDLE SCHOOL | | | X |
| 54 | PUTNAM | 0091 | MELLON ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0151 | JAMES A. LONG ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0201 | INTERLACHEN ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0211 | BROWNING-PEARCE ELEM. SCHOOL | | | X |
| 54 | PUTNAM | 0231 | GEORGE C. MILLER, JR. INTRM. | | | X |
| 54 | PUTNAM | 0251 | MIDDLETON-BURNEY ELEMENTARY | | | X |
| 54 | PUTNAM | 0341 | OCHWILLA ELEMENTARY SCHOOL | | | X |
| 54 | PUTNAM | 0351 | WILLIAM D. MOSELEY ELEMENTARY SCHOOL | | | X |

| | | | | | | |
|----|------------|------|--|--|--|---|
| 56 | ST. LUCIE | 0031 | WHITE CITY ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0040 | WEATHERBEE ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0061 | LAWNWOOD ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0071 | ST. LUCIE ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0072 | DAN MCCARTY SCHOOL | | | X |
| 56 | ST. LUCIE | 0111 | CHESTER A. MOORE ELEMENTARY SCHOOL | | | X |
| 56 | ST. LUCIE | 0141 | SAMUEL S. GAINES ACADEMY K-8 | | | X |
| 56 | ST. LUCIE | 0231 | LAKEWOOD PARK ELEM. SCHOOL | | | X |
| 56 | ST. LUCIE | 0321 | DALE CASSENS EDUCATIONAL COMPLEX | | | X |
| 56 | ST. LUCIE | 0371 | FOREST GROVE MIDDLE SCHOOL | | | X |
| 57 | SANTA ROSA | 0051 | BAGDAD ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0071 | EAST MILTON ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0142 | JAY ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0171 | S. S. DIXON PRIMARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0191 | W. H. RHODES ELEMENTARY SCHOOL | | | X |
| 57 | SANTA ROSA | 0312 | BENNETT C RUSSELL ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0012 | ALTA VISTA ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0101 | BRENTWOOD ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0201 | TUTTLE ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0261 | GOCIO ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0291 | WILKINSON ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0461 | GLENALLEN ELEMENTARY SCHOOL | | | X |
| 58 | SARASOTA | 0501 | EMMA E. BOOKER ELEMENTARY SCHOOL | | | X |
| 62 | TAYLOR | 0041 | TAYLOR COUNTY ELEMENTARY SCHL | | | X |
| 62 | TAYLOR | 0111 | STEINHATCHEE SCHOOL | | | X |
| 62 | TAYLOR | 0141 | PERRY PRIMARY SCHOOL | | | X |
| 65 | WAKULLA | 0005 | WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE | | | X |
| 65 | WAKULLA | 0011 | MEDART ELEMENTARY SCHOOL | | | X |
| 65 | WAKULLA | 0031 | CRAWFORDVILLE ELEMENTARY SCHOOL | | | X |

ATTACHMENT B of RFP
Intervention Model Checklist
for LEA/School Applicants
Turnaround

In accordance with the 2011-2012 School Improvement Grant 1003 (g) application, applicants must address all of the following required elements listed below for EACH individual school the district commits to implement the **Turnaround Intervention Model**. Any school receiving a ZERO (0) for one or more required elements will not be funded.

*This Intervention Model Checklist is for the applicants use only. The information will be entered in the online application. **Do not** submit this document with the application.*

| | |
|------------------|---|
| District: | |
| School: | |
| | Principal Replacement |
| | High Quality Instructional Personnel |
| | New Governance Structure |
| | Performance Pay |
| | Recruit, Place, and Retain Staff |
| | Job-Embedded Professional Development |
| | Professional Development |
| | Response to Intervention/Instruction (RtI) Model |
| | Positive Behavior Support (PBS) Model |
| | Extended Learning Opportunities |
| | Instructional Reading, Mathematics, and Science Coaches |
| | Use of Data to Identify and Implement Instructional Program |
| | Continuous Use of Individualized Student Data |
| | Social-Emotional and Community-Oriented Services and Supports |
| | College and Career Ready Students |
| | Family and Community Engagement |

Intervention Model Checklist for LEA/School Applicants **Transformation**

In accordance with the 2011-2012 School Improvement Grant 1003 (g) application, applicants must address all of the following required elements listed below for EACH individual school the district commits to implement the **Transformation Intervention Model**. Any school receiving a ZERO (0) for one or more required elements will not be funded.

*This Intervention Model Checklist is for the applicants use only. The information will be entered in the online application. **Do not** submit this document with the application.*

| | |
|------------------|--|
| District: | |
| School: | |
| | Evaluation Systems |
| | Performance Pay |
| | Rewards |
| | Recruit, Place, and Retain Staff |
| | Job-embedded Professional Development |
| | Professional Development |
| | Response to Intervention/Instruction (Rtl) Mode |
| | Early Warning System |
| | Positive Behavior Support (PBS) |
| | Instructional Reading, Mathematics, and Science Coaches |
| | Principal Replacement |
| | High Quality Instructional Personnel |
| | Use of Data to Identify and Implement Instructional Program |
| | Continuous Use of Individualized Student Data |
| | Time for Instruction in Core Academic Subjects |
| | Time for Instruction in Other Subjects and Enrichment Activities |
| | Operating Flexibility |
| | Technical Assistance and Related Support |
| | College and Career Ready Students |
| | Family and Community Engagement |

**Intervention Model Checklist
for LEA/School Applicants**
Restart

In accordance with the 2011-2012 School Improvement Grant 1003 (g) application, applicants must address all of the following required elements listed below for EACH individual school the district commits to implement the **Restart Intervention Model**. Any school receiving a ZERO (0) for one or more required elements will not be funded.

*This Intervention Model Checklist is for the applicants use only. The information will be entered in the online application. **Do not** submit this document with the application.*

| | |
|-------------------------|---|
| <i>District:</i> | |
| <i>School:</i> | |
| | Date School will Close |
| | Date New School Convert or Open |
| | Receiver School |
| | Name of School Operator |
| | Review Process |
| | Method of Communication to Parents and the Community. |
| | Organizational Oversight |

Intervention Model Checklist for LEA/School Applicants **Closure**

In accordance with the 2011-2012 School Improvement Grant 1003 (g) application, applicants must address all of the following required elements listed below for EACH individual school the district commits to implement the **Closure Intervention Model**. Any school receiving a ZERO (0) for one or more required elements will not be funded.

*This Intervention Model Checklist is for the applicants use only. The information will be entered in the online application. **Do not** submit this document with the application.*

| | |
|-------------------------|---|
| <i>District:</i> | |
| <i>School:</i> | |
| | Date School will Close |
| | High-Achieving Receiver Schools (Identify/Select) |
| | Reassignment of Low-Performing Teachers |
| | Reassignment of Students |
| | Monitor the Progress of Reassigned Students |
| | Communications |
| | Transition and/or Orientation Activities |
| | Attendance Zone Changes |

APPENDIX F

SIG 1003 G FY2010 LEA APPLICATION

Table of Contents

- 1. Project Abstract/Summary – FIXED REQUIREMENT - 0 Points**
- 2. Project Need – 0 - 30 Points**
 - A. SCHOOLS TO BE SERVED
 - B. LEA CAPACITY
 - C. CONSULT STAKEHOLDERS
- 3. Project Design and Implementation – 0 - 30 Points**
 - A. LEA LEVEL
 - B. SCHOOL LEVEL
- 4. Evaluation – 0 - 10 Points**
- 5. Support for Strategic Plan – FIXED REQUIREMENTS - 0 Points**
- 6. Dissemination Plan – 0 - 5 Points**
- 7. Sustainability – 0 - 5 Points**
- 8. Budget – 0 - 20 Points**
- 9. External Providers – FIXED REQUIREMENTS – 0 Points**
- 10. Preference Points - 0-3 Points**

Documents:

- **Assurances**
 - A. General Assurances
 - B. Specific Assurances
- **Waivers**

1. Project Abstract/Summary – FIXED REQUIREMENT - 0 Points

Instructions

Provide a short summary of the proposed project including general purpose, specific needs, goals, and brief overview of the project design. The Abstract/Summary must address each year of the three-year project period and align with the intended Funding Purpose/Priorities.

Response:

2. Project Need – 0 - 30 Points

A. SCHOOLS TO BE SERVED

Instructions

Using the form for this portion of the proposal located in the online application; describe the need for the proposed project. The needs of each individual school will be analyzed according to the type of intervention selected. Provide ample supporting data as evidence in the School Level section of the School Statistic chart.

Response:

List each newly identified Tier I, Tier II, and Tier III school the LEA commits to serve. Identify the intervention model that the LEA will use in each Tier I and Tier II school. Check the box next to each of the schools selected. Identify the individual funding amounts, and show the anticipated budget for the complete three-year grant cycle.

NOTE: An LEA with nine or more Tier I and Tier II schools cannot implement the transformation model in more than 50 percent of those schools. If selected for funding, an LEA may be awarded up to \$2,000,000 per year for each Tier I and Tier II school (depending on the population of each school and funding availability) which it commits to serve. The number of awards and the award amounts will be based on the number of quality proposals recommended through the peer review process.

When completing the online application, the information and data entered in the form below will automatically pre-populate the same online form located in the narrative component (#8): Budget. The completed table will **not** be scored in (#2): Project Need. It is for information purposes only. The contents of the table will be reviewed and incorporated as part of the overall score for narrative component (#8): Budget.

| School ID | School Name | Tier | Intervention | Year 2011-2012 | Year 2012- | Year 2013- | Three- |
|-----------|-------------|------|--------------|-------------------|---------------|---------------|--------|
|-----------|-------------|------|--------------|-------------------|---------------|---------------|--------|

| | | | | | | | | |
|----------------------|--|--|--|---------------|------------------------------|--|--|--|
| | | | | | Year 1 – Full Implementation | | | |
| | | | | | \$ | | | |
| | | | | Year 1 Total: | | | | |
| | | | | \$ | \$ | | | |
| | | | | Year 1 Total: | | | | |
| LEA-level Activities | | | | | | | | |
| Total Budget | | | | | | | | |

B. LEA CAPACITY

Instructions

The LEA must describe the steps taken to analyze the needs of each Tier I and Tier II school identified in the application and to select an intervention model for each school.

Response:

With a focus on district level, clearly describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in this proposed project. Explain how the SIG funding is needed to assist with implementation in each of the nine (9) relevant areas listed below.

If any of the nine areas are adequately funded without the use of SIG funds, state which area(s) and show how the LEA has determined capacity for those area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.

Response:

If an LEA does not currently have the capacity to serve all of the eligible Tier I and Tier II schools in the district, the LEA must sufficiently explain the lack of capacity. The explanation must address all relevant areas. Relevant areas are (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.

NOTE: Do not include assessment of capacity for Tier III schools. If all Tier I and Tier II schools in the district will be served, enter N/A in the appropriate cell in the online application.

Response:

C. CONSULT STAKEHOLDERS

Instructions

The LEA must consult with relevant stakeholders, as appropriate, regarding the LEA's application and planned implementation of school intervention models in its Tier I and Tier II schools. Include the frequency and duration of communications and how the communications will occur.

Response:

3. Project Design and Implementation – 0 - 30 points

A. LEA LEVEL

Instructions

The LEA must describe the LEA level activities it has taken, or will take, to design and implement interventions consistent with the final requirements which are located here: <http://www2.ed.gov/programs/sif/2010-27313.pdf>

Response:

If applicable, describe how the LEA will support school improvement activities for each Tier III school identified in the LEA's application.

NOTE: If no Tier III schools are selected to be served, enter N/A in the appropriate cell in the online application.

Response:

Provide detailed rationales for implementing the chosen intervention models.

Response:

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable full and effective implementation of all proposed interventions.

Response:

Using the charts below for this portion of the proposal in the online application, provide the steps the LEA will take in planning and implementing the interventions in each Tier I and Tier II school. If applicable, provide the steps explaining how the LEA will support school improvement activities for each Tier III school identified in the LEA's application. Include use of the SIG funds

for each year of the three year grant cycle, at the LEA level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: As stated in Narrative Component (#8): Budget, an LEA's budget must cover the first-year award period with continuation award in years two and three coming from subsequent SIG appropriations. The budget must be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

| Pre-Implementation Period - Specific Intervention Model or Tier III | | | | | | |
|---|----------------|----------------------|--------------------|----------|--|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | | Delete |

| 2011-2012 - Specific Intervention Model or Tier III | | | | | | | |
|---|----------------|----------------------|--------------------|----------|----------------|--------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount | Delete |

| 2012-2013 - Specific Intervention Model or Tier III | | | | | | | |
|---|----------------|----------------------|--------------------|----------|----------------|--------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount | Delete |

| 2013-2014 - Specific Intervention Model or Tier III | | | | | | | |
|---|----------------|----------------------|--------------------|----------|----------------|--------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount | Delete |

C. SCHOOL LEVEL

TURNAROUND

Rationale for Implementing the Chosen Intervention Model

Instructions

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response:

School Statistics

Instructions

Please provide the following data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| | | | | Annual Goals | | |
|-------|--|-------------------|------------------|--------------|-----------|-----------|
| count | Metric | Most Current Data | Data Source/Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 1 | School Grade | | | | | |
| 2 | AYP status | | | | | |
| 3 | AYP targets the school met | | | | | |
| 4 | Number of minutes within the school year* | | | | | |
| 5 | Increased learning time* | | | | | |
| 6 | Percent of the lowest 25% making learning gains in reading | | | | | |
| 7 | Percent of the lowest 25% making learning gains in mathematics | | | | | |
| 8 | Percentage of students (total) scoring at proficiency level in reading | | | | | |
| 9 | Percentage of students (total) scoring at proficiency level in mathematics | | | | | |
| 10 | Percentage of students (total) scoring at proficiency level in science | | | | | |
| 11 | Percentage of students (total) scoring at proficiency level in writing | | | | | |
| 12 | Graduation rate (NCLB) | | | | | |
| 13 | Dropout rate | | | | | |
| 14 | Student attendance rate | | | | | |
| 15 | Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 16 | Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 17 | College enrollment rates | | | | | |
| 18 | Discipline referrals | | | | | |
| 19 | Number of students who received out-of- | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | school suspensions | | | | | |
| 20 | Number of students who received in-school suspensions | | | | | |
| 21 | Number of out-of-school suspensions | | | | | |
| 22 | Number of in-school suspensions | | | | | |
| 23 | Percentage of truant students | | | | | |
| 24 | Distribution of teachers by performance level on LEA's teacher evaluation system | | | | | |
| 25 | Teacher attendance rate | | | | | |

NOTE: A blank cell indicates no test results were reported and no annual goals need to be generated (except for indicators 4, 22, 23). If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **READING**

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| READING | | | | Annual Goals | | |
|---------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **MATH**

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| MATH | | | | Annual Goals | | |
|-------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency SCIENCE

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| SCIENCE | | | | Annual Goals | |
|---------|---|-------------------|-----------|--------------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency WRITING

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| WRITING | | | | Annual Goals | |
|---------|---|-------------------|-----------|--------------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

Strategies to Address Needs

Instructions

Using the forms for this portion of the proposal in the online application, describe the scope of work for **each** Tier I and Tier II school selected for intervention. Include the planning and implementation steps, person responsible, timeline, and funding source. Show how SIG funds will be used, at the school level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: Each school that the LEA commits to serve in the proposed project must include all required elements of the selected intervention model. The four Intervention Model Checklists are found in **Attachment B** of this RFP.

Any school that is missing one or more of the required elements on the appropriate checklist will be ineligible for review and funding consideration.

Pre-Implementation Period

Provide steps the LEA will take in planning and implementing the interventions in each Tier I, Tier II, and Tier III schools during the pre-implementation period.

| Pre-Implementation Period - Turnaround | | | | | | |
|--|----------------|----------------------|--------------------|----------|--|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | | Delete |

Principal Replacement (required)

In consultation with the Department, replace the principal and grant sufficient operational flexibility, including staffing, calendars/time, and budgeting, to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

1. If this has already occurred, indicate the date the principal was replaced and the new principal's past record of turning around low-performing schools. The following guidelines must be considered when determining if the principal can remain at the school:
 - a. The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.
 - b. The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.
 - c. The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.
 - d. The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases - The principal has one more year to show growth.
 - e. The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.
2. If this has not occurred, indicate the LEA's plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (a)-(e) cannot be placed at the school.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

High Quality Instructional Personnel (required)

Using locally adopted competencies and learning gains for reading and mathematics teachers and instructional coaches to measure the effectiveness of instructors and coaches who can work within the turnaround environment to meet the needs of students, screen all existing instructors and coaches, defined as teachers with one or more academic classes in the tested areas (reading/language arts, mathematics, and science), rehire no more than 50 percent, and select new instructors. Include as attachments the:

1. Instructor and coaches listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school

2. Staff that will be replaced
NOTE: With the understanding that LEAs are allowed to use their own measures to determine which staff should be removed to ensure success in schools implementing the turnaround intervention model, FDOE recommends that LEAs remove and rehire only teachers of core academic subjects but no more than 50 percent.
3. Instructional paraprofessionals that will be replaced
4. Administrative staff that will be replaced, including:
 - a. Assistant principals
 - b. Instructional Coaches
 - c. Guidance Counselors
5. Indicate the criteria that will be used to retain existing teachers and coaches.
6. Indicate the criteria that will be used to recruit new teachers or coaches. **NOTE:** Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and instructional coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers and coaches other than those of reading and mathematics, retention must be based on increased student achievement.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

New Governance Structure (required)

Adopt a new governance structure, which may include, but is not limited to:

1. Requiring the school to report to a new "turnaround office" in the LEA or SEA;
2. Appointing a "turnaround leader" that the principal reports to and who reports directly to the Superintendent or Chief Academic Officer ; or
3. Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. In addition:
4. Describe any additional strategies the LEA will implement to support the turnaround model.
5. For each option chosen, describe the qualifications of the turnaround office/team, the specific activities that will be implemented, the frequency and duration of such activities, expected outcomes, and how the activities will be evaluated.
6. **NOTE:** Turnaround staff must meet monthly with the Regional Executive Director and various departmental staff to coordinate turnaround efforts.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Performance Pay (required)

Implement performance pay for, at a minimum, reading and mathematics teachers in grades 4 – 10 based on Florida Comprehensive Assessment Test (FCAT) learning gains. Plans for administrators should include overall school-wide and Adequate Yearly Progress (AYP) performance of individual subgroups.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Recruit, Place, and Retain Staff (required)

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school. Include information on stipends for professional development, signing bonuses, performance pay, or other recruitment activities.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Job-Embedded Professional Development (required)

Provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Include the frequency and duration of such professional development, including professional development on lesson study. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation, after school for a minimum of one hour a week on the same day by grade level or subject area.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Professional Development (required)

Describe the specific professional development that will be provided to teachers for:

1. Positive Behavior Support
2. Response to Intervention
3. Lesson Study
4. Effective Training of Reading and Mathematics Coaches
5. New Standards

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Response to Intervention/Instruction (RtI) Model (required)

Implement a schoolwide Response to Intervention/Instruction (RtI) model. Describe how RtI will be implemented and the professional development that will be provided to school staff.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Positive Behavior Support (PBS) Model (required)

Implement a schoolwide Positive Behavior Support (PBS) model.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Extended Learning Opportunities (required)

Establish schedules and strategies that provide increased learning time. Include a description of extended learning opportunities, including after school remediation, or extended day and/or year programs for all students, the frequency and duration, the specific activities that will be carried out (i.e. remediation, enrichment, etc.), and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Instructional Reading, Mathematics, and Science Coaches (required)

Placement of full-time reading, mathematics, and science coaches to build the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards effectively, and implement and facilitate the lesson study process.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Use of Data to Identify and Implement Instructional Program (required)

Use data to identify, in consultation with the Department, and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards:

1. Identify the new or revised instructional program for Reading, Mathematics, Science and Writing, the research base that shows it to be effective with high-poverty, at-risk students, and how it is different from the previous instructional program.
2. Provide the decision-making process for determining the new or revised instructional program.
3. Provide the rationale, including data, which supports retaining the current instructional program for Reading, Mathematics, Science, and Writing, respectively, revising, or adopting a new program.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Continuous Use of Individualized Student Data (required)

Promote the continuous use of student data to meet the academic needs of individual students through implementation of the Florida Continuous Improvement Model to:

1. Inform instruction - describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored; and
2. Differentiate instruction - describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored and supported. Include strategies for push-in, pull-out, or individual instructional opportunities.
3. Describe the specific training and follow-up that will be provided to support the implementation of the Florida Continuous Improvement Model.

Response:

| count | Planning | Implementation | Person | Timeline | Funding | Amount |
|-------|----------|----------------|--------|----------|---------|--------|
|-------|----------|----------------|--------|----------|---------|--------|

| | | | | | | |
|--|--------------|--------------|--------------------|--|---------------|--|
| | Steps | Steps | Responsible | | Source | |
|--|--------------|--------------|--------------------|--|---------------|--|

Social-Emotional and Community-Oriented Services and Supports (required)

Provide appropriate social-emotional and community-oriented services and supports that will be provided for students. Include information about how the school will partner with community-based organization and businesses to provide mentors, tutors, and volunteers. Identify the specific partnerships, their purpose, and the expected outcomes.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|

College and Career Ready Students (required)

The LEA will implement:

1. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies focused on STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe programs that will be used to develop the college and career ready skill of at risk students especially those returning from Department of Juvenile Justice (DJJ). Note: Since some of the required activities take place throughout or at the end of the school year, the timeframe should capture planning and implementation steps for the entire grant period.
2. Improve student transition from elementary to middle and middle to high school through summer transitions programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|

Family and Community Engagement (required)

The district will describe:

1. The process the LEA/school will use to engage family and community members in an ongoing dialogue in the selection, implementation, and evaluation of the intervention model(s).
2. The LEA/school strategies designed to facilitate family and community engagement in ongoing support of classroom instruction and to increase student achievement.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Parent Involvement

Describe how parents will be notified about the implementation of this model and involved in its implementation.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Parent/Teacher Conferences

Describe how parents will be offered multiple opportunities for parent/teacher conferences and various times and days during the school year beyond the traditional open house event and parent-teacher conference. Identify the frequency and duration.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Teacher Placement

Describe how the LEA will work with the union and the anticipated timelines for such negotiations.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Full Day Prekindergarten Programs

Implement full day prekindergarten programs. Note. This does not apply to secondary schools.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

TRANSFORMATION

Rationale for Implementing the Chosen Intervention Model

Instructions

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response:

School Statistics

Instructions

Please provide the following data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| | | | | Annual Goals | | |
|-------|--|-------------------|------------------|--------------|-----------|-----------|
| count | Metric | Most Current Data | Data Source/Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 1 | School Grade | | | | | |
| 2 | AYP status | | | | | |
| 3 | AYP targets the school met | | | | | |
| 4 | Number of minutes within the school year* | | | | | |
| 5 | Increased learning time* | | | | | |
| 6 | Percent of the lowest 25% making learning gains in reading | | | | | |
| 7 | Percent of the lowest 25% making learning gains in mathematics | | | | | |
| 8 | Percentage of students (total) scoring at proficiency level in reading | | | | | |
| 9 | Percentage of students (total) scoring at proficiency level in mathematics | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 10 | Percentage of students (total) scoring at proficiency level in science | | | | | |
| 11 | Percentage of students (total) scoring at proficiency level in writing | | | | | |
| 12 | Graduation rate (NCLB) | | | | | |
| 13 | Dropout rate | | | | | |
| 14 | Student attendance rate | | | | | |
| 15 | Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 16 | Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 17 | College enrollment rates | | | | | |
| 18 | Discipline referrals | | | | | |
| 19 | Number of students who received out-of-school suspensions | | | | | |
| 20 | Number of students who received in-school suspensions | | | | | |
| 21 | Number of out-of-school suspensions | | | | | |
| 22 | Number of in-school suspensions | | | | | |
| 23 | Percentage of truant students | | | | | |
| 24 | Distribution of teachers by performance level on LEA's teacher evaluation system | | | | | |
| 25 | Teacher attendance rate | | | | | |

NOTE: A blank cell indicates no test results were reported and no annual goals need to be generated (except for indicators 4, 22, 23). If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **READING**

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| READING | | | | Annual Goals | | |
|---------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency MATH

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| MATH | | | | Annual Goals | | |
|-------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency SCIENCE

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| SCIENCE | | | | Annual Goals | | |
|---------|---|--|-------------------|--------------|-----------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency WRITING

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| WRITING | | | | Annual Goals | | |
|---------|---|--|-------------------|--------------|-----------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

Instructions

Using the forms for this portion of the proposal in the online application, describe the scope of work for each Tier I and Tier II school selected for intervention. Include the planning and

implementation steps, person responsible, timeline, and funding source. Show how SIG funds will be used, at the school level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: Each school that the LEA commits to serve in the proposed project must include all required elements of the selected intervention model. The four Intervention Model Checklists are found in **Attachment B** of this RFP.

Any school that is missing one or more of the required elements on the appropriate checklist will be ineligible for review and funding consideration.

Pre-Implementation Period

Provide steps the LEA will take in planning and implementing the interventions in each Tier I, Tier II, and Tier III schools during the pre-implementation period.

| Pre-Implementation Period - Transformation | | | | | | |
|--|----------------|----------------------|--------------------|----------|--|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | | Delete |

Evaluation Systems (required)

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
- Are designed and developed with teacher and principal involvement. Evaluations will be used that are based in significant measure on student growth to improve teachers' and school leaders' performance;

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Performance Pay (required)

Implement performance pay for, at a minimum, reading and mathematics teachers in grades 4 – 10 based on Florida Comprehensive Assessment Test (FCAT) learning gains. Plans for administrators should include overall school-wide and Adequate Yearly Progress (AYP) performance of individual subgroups.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Rewards (required)

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Recruit, Place, and Retain Staff (required)

The LEA will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Include information on stipends for professional development, signing bonuses, performance pay, or other recruitment activities.

- Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. Describe the compensation structure and the LEA's criteria for defining "high-quality educators". At a minimum, this should be defined as 65% of students achieving learning gains on average over a three year period. For teachers within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.
- Institute a system for measuring changes in instructional practices resulting from professional development. Describe the monitoring and measurement system and how the LEA will work with the union to implement such system.
- Describe how the LEA will work with the union and the anticipated timelines for such negotiations.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Job-embedded Professional Development (required)

Provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Include the frequency and duration of such professional development, including professional development on lesson study. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the

same time and include lesson study implementation. If the master schedule prevents this from occurring, the district must lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Professional Development (required)

Describe the specific professional development that will be provided for:

1. Positive Behavior Support
2. Response to Intervention
3. Lesson Study
4. Effective Training of Reading and Mathematics Coaching
5. New Standards

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Response to Intervention/Instruction (Rtl) Mode (required)

Implement a schoolwide Response to Intervention/Instruction (Rtl) model. Describe how Rtl will be implemented and the professional development that will be provided to school staff.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Early Warning System (required)

Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Positive Behavior Support (PBS) (required)

Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

Describe how Positive Behavior Support will be implemented, the specific data that supports the implementation of such activities, professional development to be provided, and the expected outcomes.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Instructional Reading, Mathematics, and Science Coaches (required)

Placement of full-time reading, mathematics, and science coaches build the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards, and implement and facilitate the lesson study process.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Principal Replacement (required)

Develop and increase teacher and school leader effectiveness. The LEA must describe how it will:

1. In consultation with the Department, replace the principal who led the school prior to commencement of the transformation model:
 - a. If this has already occurred, indicate the date the principal was replaced and his or her past record of turning around low-performing schools. The following guidelines must be considered determining if the principal can remain at the school:
 - i. The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.
 - ii. The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.
 - iii. The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.
 - iv. The school grade declines under the same leadership for 1 year and the percentage of AYP Criteria Met increases - The principal has one more year to show growth.
 - v. The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.
 - b. If this has not occurred, indicate the LEA's plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i)-(v) can not be placed at the school.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

High Quality Instructional Personnel (required)

If the LEA will be replacing instructors defined as teachers with one or more academic classes in the tested areas, (reading/language arts, mathematics, and science) include as attachments the:

- a. Instructor and instructional coach listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school;
- b. Percentage of instructors that will be replaced;
- c. Percentage of instructional paraprofessionals that will be replaced;
- d. Percentage of administrative staff that will be replaced, including:
 - i. Assistant principals
 - ii. Instructional Coaches
 - iii. Guidance Counselors
- e. Indicate the criteria that will be used to retain existing teachers and coaches.
- f. Indicate the criteria that will be used to recruit new teachers and coaches. **NOTE:** Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors and coaches, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Use of Data to Identify and Implement Instructional Program (required)

Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program.

Response:

| count | Planning | Implementation | Person | Timeline | Funding | Amount |
|-------|----------|----------------|--------|----------|---------|--------|
|-------|----------|----------------|--------|----------|---------|--------|

| | | | | | | |
|--|--------------|--------------|--------------------|--|---------------|--|
| | Steps | Steps | Responsible | | Source | |
|--|--------------|--------------|--------------------|--|---------------|--|

Continuous Use of Individualized Student Data (required)

Promote the continuous use of individualized student data (such as interim and summative assessments) to inform and differentiate instruction to meet the needs of individual students through implementation of the Florida Continuous Improvement Model. Describe how the school will use data to:

- Inform instruction: describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored; and
- Differentiate instruction: describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.
- Describe the specific training and follow-up that will be provided to support the implementation of the Florida Continuous Improvement Model.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|

Time for Instruction in Core Academic Subjects (required)

Describe the implementation of increased learning time and the creation of community-oriented schools. Increased learning time means a longer school day, week, or year schedule to significantly increase the total number of school hours. The LEA must describe how it will:

- (1) Provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The LEA must identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|

Time for Instruction in Other Subjects and Enrichment Activities (required)

Provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations. Describe the specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Operating Flexibility (required)

Describe how the LEA will provide operational flexibility and sustained support. The LEA must describe how it will:

- (1) Give the school sufficient operating flexibility, such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Describe how the LEA will provide flexibility to schools in staffing decisions, calendars/time, and budgeting.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Technical Assistance and Related Support (required)

Provide ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization, such as a school turnaround organization or EMO. Identify the partner(s) and provide the qualifications of each in providing support to low-performing schools.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

College and Career Ready Students (required)

The LEA will implement:

3. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies focused on STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe programs that will be used to develop the college and career ready skill of at risk students especially those returning from

Department of Juvenile Justice (DJJ). Note: Since some of the required activities take place throughout or at the end of the school year, the timeframe should capture planning and implementation steps for the entire grant period.

4. Improve student transition from elementary to middle and middle to high school through summer transitions programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Family and Community Engagement (required)

The district will describe:

1. The process the LEA/school will use to engage family and community members in an ongoing dialogue in the selection, implementation, and evaluation of the intervention model(s).
2. The LEA/school strategies designed to facilitate family and community engagement in ongoing support of classroom instruction and to increase student achievement.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Parental Involvement

Describe how parents will be notified about the implementation of this model and involved in its implementation.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Parent/Teacher Conferences

Describe how parents will be offered multiple opportunities for parent/teacher conferences and various times and days during the school year beyond the traditional open house event and parent-teacher conference. Identify the frequency and duration.

Response:

| count | Planning | Implementation | Person | Timeline | Funding | Amount |
|-------|----------|----------------|--------|----------|---------|--------|
|-------|----------|----------------|--------|----------|---------|--------|

| | | | | | | |
|--|--------------|--------------|--------------------|--|---------------|--|
| | Steps | Steps | Responsible | | Source | |
|--|--------------|--------------|--------------------|--|---------------|--|

New Governance Structure

The LEA will adopt a new governance structure, which may include, but is not limited to:

- a. Requiring the school to report to a new "turnaround office" in the LEA or SEA;
- b. Appointing a "turnaround leader" that the principal reports to and who reports directly to the Superintendent or Chief Academic Officer; or
- c. Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Periodic Reviews of Curriculum

The LEA will implement the following:

- a. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Least Restrictive Environment

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Technology-Based Supports and Interventions

Use and integrate technology-based supports and interventions as part of the instructional program.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Enrollment in Advanced Coursework

In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies for STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe the programs that will be used to develop college and career ready skills of at risk students especially those returning from Department of Juvenile Justice (DJJ).

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Student Transition

In secondary schools, improve student transition from elementary to middle and middle to high school through summer transitional programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Increase Graduation Rates

Increase graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance assessments, and acceleration of basic reading and mathematic skills. Identify the specific strategy (ies) to be implemented, how the strategy (ies) will be implemented, and the staff qualifications for providing instruction in such programs.

Response:

| count | Planning | Implementation | Person | Timeline | Funding | Amount |
|-------|----------|----------------|--------|----------|---------|--------|
|-------|----------|----------------|--------|----------|---------|--------|

| | | | | | | |
|--|--------------|--------------|--------------------|--|---------------|--|
| | Steps | Steps | Responsible | | Source | |
|--|--------------|--------------|--------------------|--|---------------|--|

Common Planning Time

Provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Include the frequency and duration of such collaboration. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Structure of Advisory Periods

Extend or restructure school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff at secondary schools. Describe the structure of such advisory periods, the person responsible for the activity, the qualifications required, the specific activities to be implemented, and the expected outcomes.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Specific Partnership(s)

The LEA will implement the following:

Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. Describe the specific partnership(s), their purpose, and the expected outcome(s).

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Full Day Prekindergarten Programs

Expanding the school program to offer full-day prekindergarten. Note: This does not apply to secondary schools.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

RESTART

Rationale for Implementing the Chosen Intervention Model

Instructions

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response:

School Statistics

Instructions

Please provide the following data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| | | | | Annual Goals | | |
|-------|--|-------------------|------------------|--------------|-----------|-----------|
| count | Metric | Most Current Data | Data Source/Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 1 | School Grade | | | | | |
| 2 | AYP status | | | | | |
| 3 | AYP targets the school met | | | | | |
| 4 | Number of minutes within the school year* | | | | | |
| 5 | Increased learning time* | | | | | |
| 6 | Percent of the lowest 25% making learning gains in reading | | | | | |
| 7 | Percent of the lowest 25% making learning gains in mathematics | | | | | |
| 8 | Percentage of students (total) scoring at proficiency level in reading | | | | | |
| 9 | Percentage of students (total) scoring at proficiency level in mathematics | | | | | |
| 10 | Percentage of students (total) scoring at proficiency level in science | | | | | |
| 11 | Percentage of students (total) scoring at | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | proficiency level in writing | | | | | |
| 12 | Graduation rate (NCLB) | | | | | |
| 13 | Dropout rate | | | | | |
| 14 | Student attendance rate | | | | | |
| 15 | Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 16 | Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 17 | College enrollment rates | | | | | |
| 18 | Discipline referrals | | | | | |
| 19 | Number of students who received out-of-school suspensions | | | | | |
| 20 | Number of students who received in-school suspensions | | | | | |
| 21 | Number of out-of-school suspensions | | | | | |
| 22 | Number of in-school suspensions | | | | | |
| 23 | Percentage of truant students | | | | | |
| 24 | Distribution of teachers by performance level on LEA's teacher evaluation system | | | | | |
| 25 | Teacher attendance rate | | | | | |

NOTE: A blank cell indicates no test results were reported and no annual goals need to be generated (except for indicators 4, 22, 23). If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency READING

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| READING | | | | Annual Goals | | |
|---------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency MATH

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| MATH | | | | Annual Goals | | |
|-------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency SCIENCE

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| SCIENCE | | | | Annual Goals | | |
|---------|---|--|-------------------|--------------|-----------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency WRITING

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| WRITING | | | | Annual Goals | | |
|---------|---|--|-------------------|--------------|-----------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

Instructions

Using the forms for this portion of the proposal in the online application, describe the scope of work for each Tier I and Tier II school selected for intervention. Include the planning and

implementation steps, person responsible, timeline, and funding source. Show how SIG funds will be used, at the school level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: Each school that the LEA commits to serve in the proposed project must include all required elements of the selected intervention model. The four Intervention Model Checklists are found in **Attachment B** of this RFP.

Any school that is missing one or more of the required elements on the appropriate checklist will be ineligible for review and funding consideration.

Pre-Implementation Period

Provide steps the LEA will take in planning and implementing the interventions in each Tier I, Tier II, and Tier III schools during the pre-implementation period.

| Pre-Implementation Period - Restart | | | | | |
|-------------------------------------|----------------|----------------------|--------------------|----------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Delete |

Date School will Close (required)

Indicate the date each school will close.

Response:

Date New School Convert or Open (required)

Provide the date the new school will convert or open, the name of the new school, and new school number, as applicable.

Response:

Receiver School (required)

Provide the names of the receiver schools options and the percent of student that will be transferred to each. Include the method of communication to parents and the community.

Response:

Name of School Operator (required)

Indicate the name of the charter school operator, charter or education management organization selected to operate the school.

Response:

Review Process (required)

Describe the rigorous review process the LEA utilized to approve the management organization, including the criteria the LEA used to select the organization.

Response:

Method of Communication to Parents and the Community (required)

Describe how the LEA will ensure that all former students who wish to attend the school are provided the opportunity to do so. Include the method of communication to parents and the community.

Response:

Organizational Oversight (required)

Describe how the LEA will ensure that the operator or management organization hires effective administrators and instructional staff, provides common planning time for lesson study, and utilizes data for continuous improvement.

Response:

Converted/Reopened Schools

Provide the names of the converted or reopened schools and the percent of students that return.

Response:

Success Record

Describe the success record of the charter school operator or management organization in turning around similar low-performing schools.

Response:

Accountability

Describe how the LEA will hold the charter school operator or management organization accountable for meeting the final requirements.

Response:

Family and Community Engagement

The district will describe:

1. The process the LEA/school will use to engage family and community members in an ongoing dialogue in the selection, implementation, and evaluation of the intervention model(s).
2. The LEA/school strategies designed to facilitate family and community engagement in ongoing support of classroom instruction and to increase student achievement.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

Summary

Provide a summary that describes the LEA's plan and expected outcomes related to implementation for all the activities listed in the RESTART section.

Response:

CLOSURE

Rationale for Implementing the Chosen Intervention Model

Instructions

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response:

School Statistics

Instructions

Please provide the following data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| | | | | Annual Goals | | |
|-------|--|-------------------|------------------|--------------|-----------|-----------|
| count | Metric | Most Current Data | Data Source/Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 1 | School Grade | | | | | |
| 2 | AYP status | | | | | |
| 3 | AYP targets the school met | | | | | |
| 4 | Number of minutes within the school year* | | | | | |
| 5 | Increased learning time* | | | | | |
| 6 | Percent of the lowest 25% making learning gains in reading | | | | | |
| 7 | Percent of the lowest 25% making learning gains in mathematics | | | | | |
| 8 | Percentage of students (total) scoring at proficiency level in reading | | | | | |
| 9 | Percentage of students (total) scoring at proficiency level in mathematics | | | | | |
| 10 | Percentage of students (total) scoring at proficiency level in science | | | | | |
| 11 | Percentage of students (total) scoring at proficiency level in writing | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 12 | Graduation rate (NCLB) | | | | | |
| 13 | Dropout rate | | | | | |
| 14 | Student attendance rate | | | | | |
| 15 | Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 16 | Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | | | | |
| 17 | College enrollment rates | | | | | |
| 18 | Discipline referrals | | | | | |
| 19 | Number of students who received out-of-school suspensions | | | | | |
| 20 | Number of students who received in-school suspensions | | | | | |
| 21 | Number of out-of-school suspensions | | | | | |
| 22 | Number of in-school suspensions | | | | | |
| 23 | Percentage of truant students | | | | | |
| 24 | Distribution of teachers by performance level on LEA's teacher evaluation system | | | | | |
| 25 | Teacher attendance rate | | | | | |

NOTE: A blank cell indicates no test results were reported and no annual goals need to be generated (except for indicators 4, 22, 23). If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency **READING**

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| READING | | | | Annual Goals | | |
|---------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency MATH

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| MATH | | | | Annual Goals | | |
|-------|----------|---|-------------------|--------------|-----------|-----------|
| Grade | Subgroup | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency SCIENCE

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| SCIENCE | | | | Annual Goals | | |
|---------|---|--|-------------------|--------------|-----------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

School Proficiency WRITING

Please provide the following proficiency data for each Tier I and Tier II school the LEA committed to serve and include the expected outcomes as a result of implementing the chosen reform model.

| WRITING | | | | Annual Goals | | |
|---------|---|--|-------------------|--------------|-----------|-----------|
| Grade | Percentage of Students Scoring at Proficiency Level | | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |

NOTE: An asterisk indicates a cell size of less than 11. A blank cell indicates no test results were reported. If applicable, enter N/A in the appropriate cell in the online application. The charts will be updated upon receipt of more current data.

Instructions

Using the forms for this portion of the proposal in the online application, describe the scope of work for each Tier I and Tier II school selected for intervention. Include the planning and

implementation steps, person responsible, timeline, and funding source. Show how SIG funds will be used, at the school level, to support Tier I, Tier II, and, if applicable, Tier III schools.

NOTE: Each school that the LEA commits to serve in the proposed project must include all required elements of the selected intervention model. The four Intervention Model Checklists are found in **Attachment B** of this RFP.

Any school that is missing one or more of the required elements on the appropriate checklist will be ineligible for review and funding consideration.

Pre-Implementation Period

Provide steps the LEA will take in planning and implementing the interventions in each Tier I, Tier II, and Tier III schools during the pre-implementation period.

| Pre-Implementation Period - Closure | | | | | |
|-------------------------------------|----------------|----------------------|--------------------|----------|--------|
| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Delete |

Date of Closure (required)

Indicate the date of closure for each school.

Response:

High-Achieving Receiver Schools (required)

Describe the strategies implemented to close each school, including how the district will identify and select high-achieving receiver schools. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Provide the school names and performance history of each school for the past 2 years;

Response:

Reassignment of Low-Performing Teachers (required)

How the district will ensure that low-performing teachers from the school are reassigned to different schools than those that reassigned students attend;

Response:

Reassignment of Students (required)

How the district will ensure that students are reassigned and transferred to other, high-achieving schools in the LEA.

Response:

Monitor the Progress of Reassigned Students (required)

How the district will monitor the progress of reassigned students.

Response:

Communications (required)

How the school closure will be communicated to the families and the community;

Response:

Transition and/or Orientation Activities (required)

The transition and/or orientation activities that will be provided to reassigned students;

Response:

Attendance Zone Changes (required)

How the district will follow established procedures relating to attendance zone changes;

Response:

Family and Community Engagement

The district will describe:

1. The process the LEA/school will use to engage family and community members in an ongoing dialogue in the selection, implementation, and evaluation of the intervention model(s).
2. The LEA/school strategies designed to facilitate family and community engagement in ongoing support of classroom instruction and to increase student achievement.

Response:

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

TIER III

Goals Established

For each Tier III school the LEA commits to serve, the LEA must align their annual goals that hold its Tier III schools accountable to their School Improvement Plans (SIPs).

Response:

The LEA must include a timeline delineating the steps it will take to implement the activities listed above. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. In alignment with the requirements for Tier I and Tier II schools, identify one or more specific activity the LEA will implement to improve the achievement of each school. The LEA may choose one or more of the activities in one or more of the intervention models.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
|-------|----------------|----------------------|--------------------|----------|----------------|--------|

4. Evaluation – 0 - 10 Points

Instructions

Indicate what data will be collected to determine if the intervention implementation is effective and on track.

Response:

Explain the timelines for data collection, including the number of times data will be collected during each year of the funding cycle.

Response:

Describe how the data will be analyzed to determine if the proposed project is making acceptable progress towards meeting the projected goals.

Response:

Show how the LEA will report progress and adjustments to the School Improvement project.

Response:

5. Support for Strategic Plan – FIXED REQUIREMENT - 0 Points

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

Resource: URL: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Response:

Describe how the proposed SIG project will address the reading and math/science initiatives of the Department of Education.

Resource: Just Read Florida - URL: <http://www.justreadflorida.com/>

Math/Science Initiative - URL: <http://www.fldoestem.org/center13.aspx>

Response:

6. Dissemination Plan – 0 - 5 Points

Instructions

Describe the methods for disseminating information related to the activities and outcomes of the proposed project to participants and interested stakeholders.

Response:

Describe the methods for reporting student outcomes and School Improvement progress.

Response:

Indicate the target population(s) that each dissemination method addresses.

Response:

Describe the frequency of delivery for each dissemination method that will be utilized.

Response:

Indicate the duration for each of the dissemination methods.

Response:

Explain how the information will be shared in the home language(s) of parents.

Response:

7. Sustainability – 0 - 5 Points

Instructions

Show how the commitment to serve the schools selected for intervention can be sustained after the three year School Improvement Grant funding cycle expires.

Response:

8. Budget – 0 - 20 Points

Instructions

The LEA must complete the chart identifying the funding amount and funding source used in addition to the SIG funding. The identified funding amounts and sources must align with the proposed expenditures from the LEA level and school level activity sections.

| Funding Sources Other than SIG | Funding Amount |
|---------------------------------------|-----------------------|
| | |

Pre-populated chart from Project Need section

The data in the form below has been automatically pre-populated from form (#2) Project Need and should list:

- Each Tier I, Tier II, and Tier III school the LEA commits to serve
- The intervention models
- The anticipated funding for year one, year two, and year three

| School ID | School Name | Tier | Intervention | Year 2011-2012 | Year 2012- 2013 Budget | Year 2013- 2014 Budget | Three- Year Total |
|-----------|-------------|------|--------------|-------------------|---------------------------------|---------------------------------|-------------------------|
| | | | | | | | |

| | | | | | | | | |
|----------------------|--|--|--|---------------|------------------------------|--|--|--|
| | | | | | Year 1 – Full Implementation | | | |
| | | | | | \$ | | | |
| | | | | Year 1 Total: | | | | |
| | | | | \$ | \$ | | | |
| | | | | Year 1 Total: | | | | |
| LEA-level Activities | | | | | | | | |
| Total Budget | | | | | | | | |

Instructions

The budget ([DOE 101](#)) must be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school that the LEA commits to serve. It must cover the first-year award period.

[DOE 100](#)

9. External Providers – FIXED REQUIREMENT - 0 Points

Instructions

If applicable, address the ability to provide direct support and to contract with external providers. Describe the process and timelines for recruiting, screening, evaluating and selecting any external providers that will be used to provide support to the schools selected for intervention. The budget must be aligned with the costs involved for external providers.

NOTE: If external providers will not be utilized, enter N/A in the appropriate cell in the online application.

Response:

10. Preference Points - 0 - 3 points

Preference points will be assigned by the Program Office following the completion of the peer review and scoring process. Proposed School Improvement Grant projects must receive a final base score of at least 70 points (70%) to be eligible for funding consideration and to be assessed for Preference points. FDOE will use **2010-2011 Survey 2 Student Demographics** (Tentative, subject to change depending on quality of survey 2 data) to identify the poverty rate.

Instructions

An LEA may be awarded Preference points for the following:

- Poverty Rate (max. 3 points)
- 90 - 100% - 3 points
- 85 – 89% - 2 points
- 80 – 84 % - 1 point
- Less than 80% - 0 points

Documents

ASSURANCES

A. General Assurances

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application. **No Child Left Behind Assurances (Applicable to All Funded Programs)**

By my signature on this application, I hereby certify that the District will comply with the following requirements of the No Child Left Behind Act of 2001:

- ✓ The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- ✓ The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- ✓ The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

B. Specific Assurances

An LEA must include the following assurances in its application for a School Improvement Grant:

The LEA must assure that it will—

- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier

I and Tier II school that the LEA commits to serve consistent with the final requirements;

✓ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by SEA) to hold accountable its Tier III schools that receive school improvement funds;

✓ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

✓ Report to the SEA the school-level data required under section III of the final requirements.

WAIVERS

If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

For Tier I schools select the appropriate waivers:

Waiver 1: "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.

Waiver 2: Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

| | | |
|----------------|---|---|
| Tier I Schools | Waiver 1: "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model. | Waiver 2: Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold. |
|----------------|---|---|

APPENDIX G
Transformation Model Work Plan

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period. | Oversight | Monitoring Implementation | Monitoring Effectiveness |
|---|---|--|---|--|---|
| | | | <i>Who will take primary responsibility/ leadership? Who else will be involved?</i> | <i>What evidence will be collected to document implementation? How often? And By whom?</i> | <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
| Replace the principal | | | | | |
| Use rigorous, transparent and equitable evaluation systems that take into account data on student growth | | | | | |
| Identify and reward school leaders, teachers and other staff who have increased student achievement and the graduation rate | | | | | |
| Provide high quality, job-embedded professional development | | | | | |
| Implement strategies to recruit, place and retain staff | | | | | |
| Other permissible activities as defined in the regulations (specify activities) | | | | | |

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period. | Oversight <i>Who will take primary responsibility/ leadership? Who else will be involved?</i> | Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i> | Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
|---|---|--|--|---|---|
| Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards | | | | | |
| Promote the continuous use of student data to inform and differentiate instruction | | | | | |
| Other permissible activities as defined in the regulations (specify activities) | | | | | |
| Establish schedules and strategies that provide increased learning time as defined by ED and create community-oriented schools | | | | | |
| Provide ongoing mechanisms for family and community engagement | | | | | |
| Other permissible activities as defined in the regulations (specify activities) | | | | | |
| Give schools operating flexibility to implement fully a comprehensive approach | | | | | |

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period. | Oversight <i>Who will take primary responsibility/ leadership? Who else will be involved?</i> | Monitoring Implementation <i>What evidence will be collected to document implementation? How often? And By whom?</i> | Monitoring Effectiveness <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
|---|---|--|--|---|---|
| Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA and/or the SEA | | | | | |
| Provide intensive technical assistance and related support from a designated external lead partnership organization | | | | | |
| Other permissible activities as defined in the regulations (specify activities) | | | | | |

Turnaround Model Work Plan

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small> | Oversight | Monitoring Implementation | Monitoring Effectiveness |
|---|---|---|---|--|---|
| | | | <i>Who will take primary responsibility/ leadership? Who else will be involved?</i> | <i>What evidence will be collected to document implementation? How often? And By whom?</i> | <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
| Replace the principal | | | | | |
| Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment | | | | | |
| Screen all existing staff and rehire no more than 50 percent | | | | | |
| Select new staff | | | | | |
| Implement strategies to recruit, place and retrain staff | | | | | |
| Provide high quality, job-embedded professional development | | | | | |
| Adopt new governance structure | | | | | |
| Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards | | | | | |

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period. | Oversight | Monitoring Implementation | Monitoring Effectiveness |
|---|---|--|---|--|---|
| | | | <i>Who will take primary responsibility/ leadership? Who else will be involved?</i> | <i>What evidence will be collected to document implementation? How often? And By whom?</i> | <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
| Promote continuous use of student data to inform and differentiate instruction | | | | | |
| Establish schedules and implement strategies to increase learning time | | | | | |
| Provide appropriate social-emotional and community-oriented supports for students | | | | | |
| Additional options (specify): Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy) | | | | | |

Restart Model Work Plan

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small> | Oversight | Monitoring Implementation | Monitoring Effectiveness |
|--|---|---|--|--|---|
| | | | <i>Who will take primary responsibility/leadership? Who else will be involved?</i> | <i>What evidence will be collected to document implementation? How often? And By whom?</i> | <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
| Convert or close school and reopen under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. | | | | | |
| Enroll, within the grades it serves, any former student who wishes to attend the school. | | | | | |

Closure Model Work Plan

| Steps for Implementing the Requirements | Narrative or bulleted list that explains how the LEA will meet each requirement | Time Line for Planning and Implementation <small>Note: Some of the required activities take place throughout or at the end of the school years; Florida's application includes timetables capturing planning and implementation steps for the entire grant period.</small> | Oversight | Monitoring Implementation | Monitoring Effectiveness |
|---|---|---|--|--|---|
| | | | <i>Who will take primary responsibility/leadership? Who else will be involved?</i> | <i>What evidence will be collected to document implementation? How often? And By whom?</i> | <i>What evidence will be collected to access effectiveness? How often? And By whom?</i> |
| Close the school | | | | | |
| Enroll the students in other higher-performing schools in LEA | | | | | |

APPENDIX H
Notice of Waiver Request

From: Milton, Cynthia [mailto:Cynthia.Milton@fldoe.org]
Sent: Monday, December 20, 2010 4:31 PM
Subject: 2011 Notice of School Improvement Waiver Request

Notice of School Improvement Grant Waiver Request

Dear Title I Directors:

The final requirements for the School Improvement Grants, Section 1003(g) of the Elementary and Secondary Education Act, invite state educational agencies (SEAs) to request waivers of certain requirements in order to allow local educational agencies (LEA) that receive those funds to use them in accordance with the final requirements and the LEA's application for such grant.

The Florida Department of Education will be soliciting the following waivers and is inviting comments on its request to:

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

If you have comments on the proposed waiver request (attached), please submit them to bsa@fldoe.org by **January 12, 2011**.

Thank you,

LaTrell Edwards
Chief, Bureau of Federal Educational Programs
Florida Department of Education
325 W Gaines Street, Suite 348
Tallahassee, Florida 32399-0400
850-245-0828 (p)
850-245-0683 (f)

FLORIDA DEPARTMENT OF EDUCATION

PLEASE SUBMIT COMMENTS TO bsa@fldoe.org

The final requirements for the School Improvement Grants, Section 1003(g) of the Elementary and Secondary Education Act, invite an SEA to request waivers of the requirements set forth below.

The Florida Department of Education requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's persistently lowest-achieving schools.

- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

The State assures that it will ensure that any LEA that chooses to implement these waivers will comply with section I.A.7 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waivers(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs.

The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

Ms. Cynthia D. Milton, on behalf of
Mrs. LaTrell Edwards, Chief
Bureau of Federal Educational Programs
Florida Department of Education
325 West Gaines Street, Suite 348
Tallahassee, FL 32399-0400
(850) 245-9984 T
(850) 245-0697 F
Cynthia.Milton@fldoe.org

Public Waiver Notification

Web link: <http://www.fldoe.org/bsa/Default.asp>
<http://www.fldoe.org/bsa/pdf/2011WaiverRequest.pdf>

Helpful Links

- [2011 Notice of School Improvement Grant Waiver Request](#) (PDF, 29KB)– **NEW**
The Florida Department of Education is pleased to provide for comment its draft request to the US Department of Education for waivers regarding 2011-2012 SIG 1003(g). Please submit all comments on this waiver request by Wednesday, January 12, 2011, to bsa@fldoe.org.
- [DINIs and SINIs as Providers Comment Form](#) (RTF, 162KB)
- [FCAT Delays](#)
- [14-Day Notice Waiver Request DRAFT](#) (PDF, 29KB)
- [14-day Notice LEA Comment Form](#) (PDF, 11KB)
- [United States Department of Education](#)
- [Grants Management System](#)
- [Sign Up for Paperless Communication](#)
- [Office of Federal Programs](#)
- [BFEP Staff](#)
- [Parent Involvement](#)

Comments:

From: Longa, Maria [mailto:LongaMa@collier.k12.fl.us]
Sent: Tuesday, December 21, 2010 9:26 AM
To: BSA
Cc: Longa, Maria
Subject: FW: 2011 Notice of School Improvement Waiver Request

Pursuant to School Board policy and administrative procedures, this e-mail system is the property of the School District of Collier County and to be used for official business only. In addition, all users are cautioned that messages sent through this system are subject to the Public Records Law of the State of Florida and also to review by the school system. There should be no expectation of privacy.

Collier County does not currently have any schools that necessitate the waivers below. The second waiver however does not have a school year specified. Should Collier apply for it just in case a new school is identified that falls in Tiers I-III or does the waiver only apply to currently identified schools?
Thanks for your guidance.
~ Maria

From: raynakr [mailto:raynakr@mail.gcps.k12.fl.us]
Sent: Friday, January 07, 2011 5:27 PM
To: BSA
Subject: waiver request

Gadsden will be requesting the waiver

Rose Raynak, MBA, CPM
Director of Federal Programs
Gadsden County Public Schools
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351
850-627-9651 ext. 1600
850-875-2983 (fax)
raynakr@mail.gcps.k12.fl.us

From: Jim Roberts [mailto:robertj2@stjohns.k12.fl.us]
Sent: Monday, January 10, 2011 9:23 AM
To: BSA
Subject: Waivers

If I understand correctly, waiving section 1116(b)(12) would allow schools to begin anew without the burden of continued sanctions and heightened oversight. If so, I would be in favor of this continued support. Also providing flexibility in deciding which schools continue to receive funds would also be a positive revision.

Thanks for the opportunity to voice. - Jim

Jim Roberts
Coordinator of Federal Programs
Planning, Accountability, & Assessment Dept.
2955 Lewis Speedway
St. Augustine, Florida 32084
Rm. 880

All correspondence sent to and from St. Johns County School District is subject to the public laws of Florida. This law provides that any records made or received by any public agency in the course of its official business are available for inspection, unless specifically exempted by the Legislature.